The Untold Story of Mrs. Uwem

The account yet to be heard –
including Ratio

by Olivia Karamusa
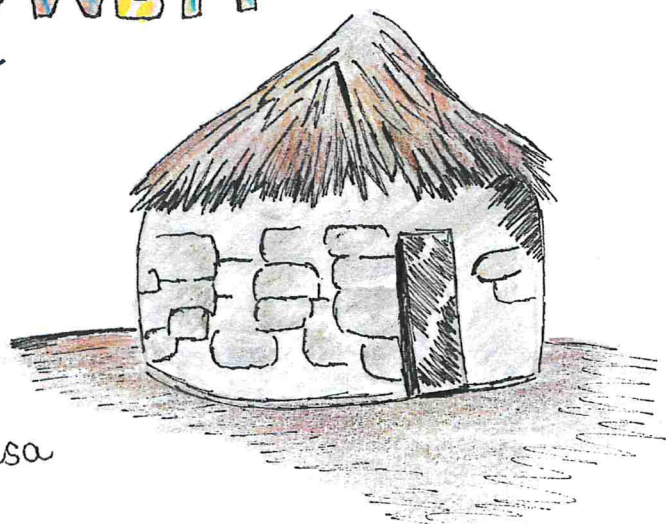
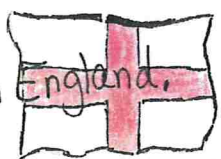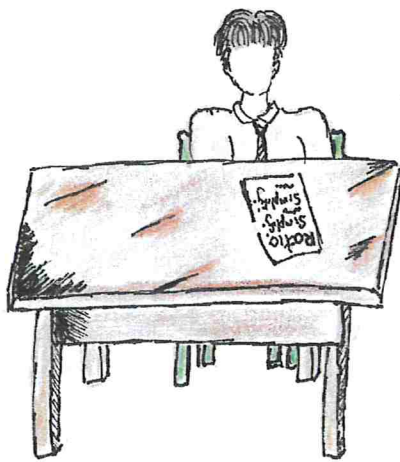**Mrs Uwem** is a teacher at U.N Heard Secondary School, based in England.

and she has been teaching children for 5 years. During one of her lessons a child said to her.

> This is Confusing, Can you explain it to me again?

So she did by telling him a story ....

'Well, to help you clear your mind, I have a story from when I was younger, back in Nigeria.'

'It was during the Holiday, when me and my family used to GO OVER to my Grandparents' house.'

'It was around mid-day, we were talking to our Grandparents, but they wanted the 4 of us to prepare for lunch.'
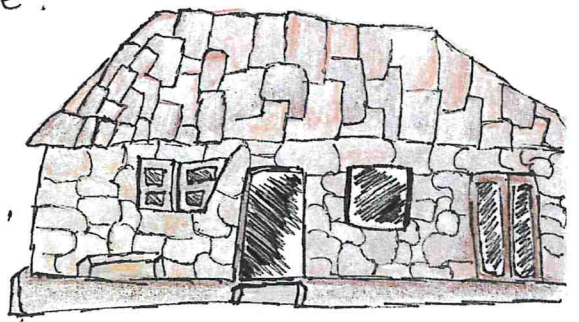
'So me & my <u>two</u> sisters went to <u>fetch</u> water.'

'<u>Fetch</u>?'

'Yes, <u>fetch</u> –'

'– What about the other person.'

'Who'

'You said there were 4 of you –'

'– Oh yes, my brother was there but he <u>didn't</u> <u>fetch</u> water with us.'

'So it was just us three – me and <u>Ekaete</u> and <u>Otobong</u>.'

(Nsikanabasi)
Mrs. Uwem

Ekaete   Otobong

Mrs. Uwem carried on telling her story to the Student. All of her sisters were told to go and 'fetch' water by their Grandparents.

'Back then I was 12, my sister Eka was 15, and Oto was 18.'

Ns	:	Ek	:	Ot
12		15		18

'So then we decided that we should use ratio in order to know what amount that we should collect from the stream.'

'My Grandfather said to us 'kaa idim ke mbo mmoon,' so we did.'

'What does that mean?'

'It means 'go to the stream and fetch water.'

'We knew that we needed to bring back enough for people to drink and cook with'.

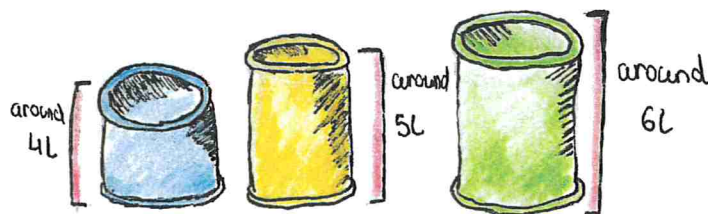'And I thought we would have to bring around 15 litres.'

'So using ratio and getting an estimate of our ages, I knew that in its simplest form 12:15:18 would be 4:5:6 and adding that together would be a total of 15.'

$4+5+6=15$

'You really used ratio.'

'I really did'

'So we gathered the buckets to use and off we went.'

around 4L   around 5L   around 6L

Walking on the long path were the three sisters on their journey to the stream - this was no short journey as it'd take them around **20** minutes to get there.
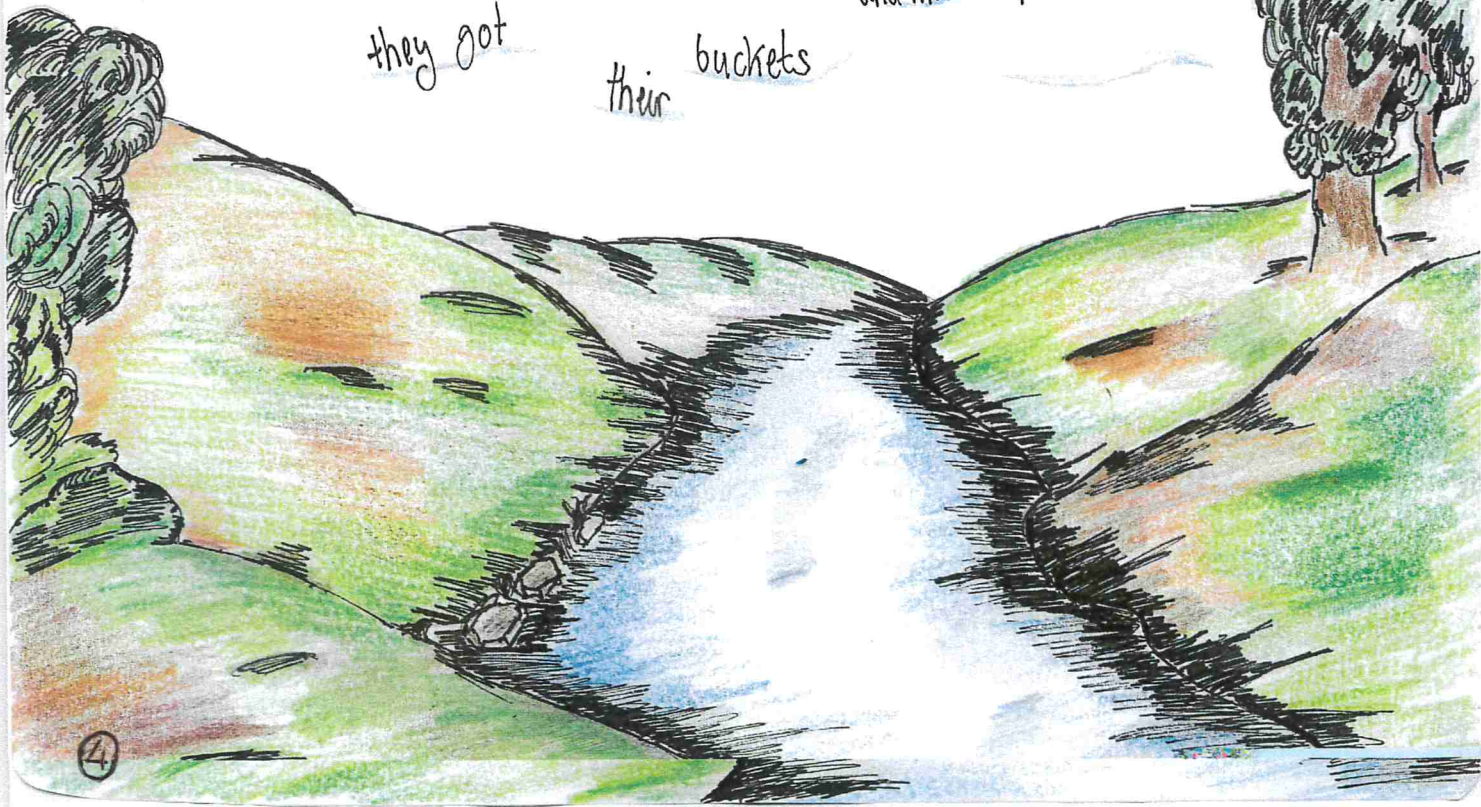
Once they arrived they got their buckets and filled it up with water from the stream

④

'Did that help'.

'yeah-ish, but not fully'.

'The question here says

Alison, Brian and Chelsea Share £40. Alison gets ²/₅ of the money. Brian and Chelsea Share the rest in the ratio 5:3. How much does Chelsea get?

'Ok then, I won't tell you how to work out this question but a similar, type question.'

'Lets say me and my sisters share ₦20.000. Otobong gets ¼ of the money. Ekaete and I share the rest in the ratio 6:9. How much do I get?'

Mrs Uwem explains to the student that ¼ of 20,000 is 5,000 which means that Otobong gets ₦5,000.
And that she and her sister, Ekaete Share ₦15,000 in the ratio 6:9. E:N 6:9
She explains that 6+9=15
and since we want to know how much
She gets we do 15,000÷15 which equals 2,000, then multiply by 9 which is the answer of the question - ₦9,000.

20,000÷4=5,000×1=5,000
20,000-5,000 = 15,000
6:9 → 6+9=15
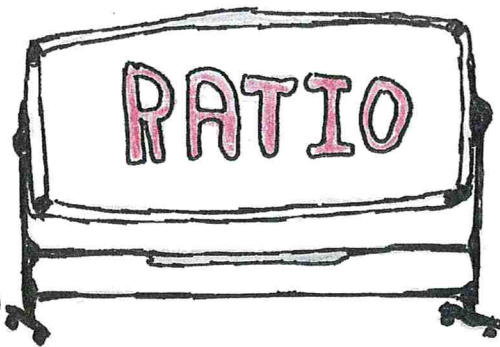15,000÷15=1,000
9×2,000=9,000

⑤

'Do you understand Ratio fully?'

'Since you explained it to me, I think I do understand -'

'-so can you answer that question from earlier?'

RATIO

The student answered the question by telling a (very short) story...

In the Jones' family, the three children Alison, Brian and Chelsea were given £40 to share from their parents and this money was used by the children so they could buy items they wish to have.

However, since Alison is the older sibling she gets ②/5 of the money which is £16 - because $40 \div 5 = 8 \times 2 = 16$. The rest of the money is shared between Brian and Chelsea in the ratio of 5:3 - 'We know that Alison had already taken £16 of the £40 which means $£40 - £16 = £24$ is left for her other siblings.'
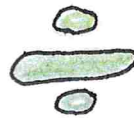
'And we know $5 + 3 = 8$ and $24 \div 8 = 3$ and 3×5 equals £15, and that's how much Brian gets and 3×3 equals £9 which is how much Chelsea gets.'

Finally, the student understands Ratio, so Mrs. Uwem said to him:

'Now get on with the rest of that worksheet.'

'Yes Ms'.

The End.

The reminiscence of
a teacher's childhood
sparked through a student's
interest for Math.
Through the help that Storytelling
gives, a deeper Understanding
is developed of Untold Stories
and Ratio.