```
    + - x ÷ + - x ÷ + - x ÷ + - x ÷ + - x
```
# ÷ THE 1980 FACTS ÷
```
    + - x ÷ + - x ÷ + - x ÷ + - x ÷ + - x
```

*(An activity sponsored by The NCTM-1980 Seattle Meeting)*

Use the digits 1, 9, 8, 0 in sequence to make true sentences.

Example: $1 + 9 + 8 + 0 = 18$

Fill in the ☐ with +, -, or x to solve these.  You will need to use ( ).

1.  1 ☐ 9 ☐ 8 ☐ 0 = 11      4.  1 ☐ 9 ☐ 8 ☐ 0 = 17

2.  1 ☐ 9 ☐ 8 ☐ 0 =  2      5.  1 ☐ 9 ☐ 8 ☐ 0 = 80

3.  1 ☐ 9 ☐ 8 ☐ 0 = 10      6.  1 ☐ 9 ☐ 8 ☐ 0 = 72

Now use +, -, x and ÷ with digits in any way:

Examples:

$81 ÷ 9 + 0 = 9$                 $19 + 8 - 0 = 27$

What numbers can you make?

```
+ - x ÷ + - x ÷ + - x ÷ + - x ÷ + - x ÷ + - x ÷ + - x ÷ + - x ÷ + - x ÷ +
```

$1980 = 2 \times 2 \times 3 \times 3 \times 5 \times 11$

Using these factors of 1980, cross out the numbers in each row so that the product of the remaining factors is equal to the product on the right.

|          |    |   |   |   |    |   | Product |                         |
|----------|----|---|---|---|----|---|---------|-------------------------|
| Example: | ~~2~~ | 2 | 3 | 3 | ~~5~~ | 11 | 198 | (See that 2x3x3x11 = 198) |
|          | 2  | 2 | 3 | 3 | 5  | 11 | 60  |                         |
|          | 2  | 2 | 3 | 3 | 5  | 11 | 99  |                         |
|          | 2  | 2 | 3 | 3 | 5  | 11 | 330 |                         |
|          | 2  | 2 | 3 | 3 | 5  | 11 | 180 |                         |
|          | 2  | 2 | 3 | 3 | 5  | 11 | 132 |                         |
|          | 2  | 2 | 3 | 3 | 5  | 11 | 220 |                         |

```
+ - x ÷ + - x ÷ + - x ÷ + - x ÷ + - x ÷ + - x ÷ + - x ÷ + - x ÷ + - x ÷ +
```

*The National Council of Teachers of Mathematics (NCTM) unveils "The Curriculum of the 1980s" at the 58th Annual Meeting - April 16-19, 1980, The Seattle Center, Seattle, Washington.*

```
+ - x ÷ + - x ÷ + - x ÷ + - x ÷ + - x ÷ + - x ÷ + - x ÷ + - x ÷ + - x ÷ +
```

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