The motivation for providing appropriate historical background is to create a connection between the concept and the meaning. But since I introduced elements of history and epistemology of mathematics in my upper level undergraduate courses (Differential Equations, Linear Algebra and Calculus 3), I have been asking a question of a suitable assessment of success of such an idea. To address my initial skepticism, I proctored surveys which confirmed students interest in those topics. Students population in those courses consists mainly of engineering and computer science majors who express their general interest in learning historical background of mathematical problems and biographies of mathematicians. But until recently I did not have an actual evidence how those historical digressions affect students learning. During my talk I will present an example of students work in Differential Equations course that contains historical and epistemological background for a Simple Pendulum project. (Received July 14, 2019)