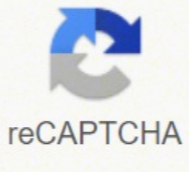




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Pythagoras theorem lesson

Find the area of the following isosceles triangles.

Andrew has a ladder that is 13 metres long. If he wants to reach a window that is 12 metres above the ground, how far from the wall should he put the bottom of his ladder?

$$x = \sqrt{13^2 - 12^2} = 5m$$

Andrew needs to put the bottom of the ladder 5 m from the wall.

Find the missing side.

Find the area of the following isosceles triangles.

A right angled triangle... Calculate the area of the shaded section c

PYTHAGORAS THEOREM QUESTIONS 1 ANSWERS

Find the length of the hypotenuse of each of the triangles. Give your answer in simplest form.

Area = 25

Area = 16

Area = 9

16 + 9 = 25

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like Magic! Why Is This Useful? Second, I wondered how to stretch students and provide them with variety and challenge beyond the old trick of calling the hypotenuse a ladder? Lessons were wrapped up with students sharing on the board their approach to the challenge question and what they had learned from attempting it, what is the length of the diagonal through its centre? 511,512,617,618, 1145, 1146, 1147, 2359, 2360, 2361 Activity: Pythagoras' Theorem Activity: A Walk in the Desert Copyright © 2022 Rod Pierce If you're seeing this message, it means we're having trouble loading external resources on our website. I came up with the following slideshow. Q: A cube has side length of 10cm. Let's check if the areas are the same: 32 + 42 = 52 Calculating this becomes: 9 + 16 = 25 It works... (You can assume that O is in the centre of the base, the base is a regular hexagon, and V is directly above O). Sure... I've left out answers on purpose in the knowledge that future students will possibly visit this post. Post to come). Alternatively you could ask, Q: A cube has side length of 10cm. What is the length of the diagonal of a cube? The length of the diagonal of a cube is $\sqrt{3} \times 10$. Prior to giving students the above question we had a discussion about the formula of the square root of the sum of the squares of the dimensions. You may want to watch the animation a few times to understand what is happening. One of the students actually proposed this formula, so I encouraged them all to check it and see if the proposal seemed plausible. If we know the lengths of two sides of a right angled triangle, we can find the length of the third side. Let's see if it really works using an example. Yes, it does! So this is a right-angled triangle Get paper pen and scissors, then using the following animation as a guide: Draw a right-angled triangle on a piece of paper. Cut it out. Draw a square with side length equal to the length of the hypotenuse. Draw a vertical line from the top vertex of the triangle to the base of the square. This line divides the square into two rectangles. One rectangle has the same width as the triangle and a height equal to the length of the other leg. The other rectangle has a width equal to the length of the other leg and a height equal to the length of the first leg. The area of the square is the sum of the areas of the two rectangles, which is the sum of the areas of the two squares with side lengths equal to the two legs of the triangle. Hence, the area of the square with side length equal to the hypotenuse is equal to the sum of the areas of the two squares with side lengths equal to the two legs of the triangle. This is the Pythagorean theorem. History 2: Pythagoras is said to have discovered the theorem around 500 BC. It is named after him, but it is known in many cultures long before him. Pythagoras was a philosopher, mathematician, and astronomer. He was born in Samos, an island in the Aegean Sea. He traveled throughout the Mediterranean and the Near East, where he studied with the philosopher Thales in Miletus and the mathematician Hecataeus of Miletus. He is credited with the discovery of the Pythagorean theorem, which states that in a right-angled triangle, the square of the length of the hypotenuse (the side opposite the right angle) is equal to the sum of the squares of the lengths of the other two sides. This theorem has numerous applications in geometry, trigonometry, and other fields of mathematics. The theorem is also known as the Pythagorean identity in trigonometry. The theorem is named after the Greek philosopher and mathematician Pythagoras, who lived around 570–495 BC. It is one of the most famous and useful theorems in mathematics. The theorem has many proofs, and it has many applications. It is used in trigonometry, calculus, and other fields of mathematics. It is also used in physics, engineering, and other sciences. The theorem is a fundamental concept in mathematics, and it is one of the most important theorems in the history of mathematics. The theorem is named after the Greek philosopher and mathematician Pythagoras, who lived around 570–495 BC. It is one of the most famous and useful theorems in mathematics. The theorem has many proofs, and it has many applications. It is used in trigonometry, calculus, and other fields of mathematics. It is also used in physics, engineering, and other sciences. The theorem is a fundamental concept in mathematics, and it is one of the most important theorems in the history of mathematics.

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