Triangulate the world

TRIANGLES, PYTHAGORAS AND THALES THEOREMS RELATED TO ARCHITECTURE

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Triangulate the world
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Acknowledgements

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>LET'S GET PREPARED</td>
<td>1</td>
</tr>
<tr>
<td>LESSON - BY - LESSON OVERVIEW</td>
<td>2</td>
</tr>
<tr>
<td>1. WELCOME TO ARCHITECTURE</td>
<td>5</td>
</tr>
<tr>
<td>2. POLYGONS</td>
<td>8</td>
</tr>
<tr>
<td>3. TRIANGLES</td>
<td>12</td>
</tr>
<tr>
<td>4. PYTHAGOREAN THEOREM</td>
<td>23</td>
</tr>
<tr>
<td>5. THALES AND PROPORTIONS</td>
<td>33</td>
</tr>
<tr>
<td>6. PROJECT – ANCIENT TRIANGLES</td>
<td>39</td>
</tr>
<tr>
<td>7. FINAL THOUGHT, EVALUATION AND CLOSING</td>
<td>44</td>
</tr>
</tbody>
</table>
LET'S GET PREPARED

In this unit you will experiment, observe, deduce and prove everything related to triangles. There will be a connection between the mathematical concepts and the present architecture in our lives.

By working with this unit you will be able to:

- Get familiar with geometry.
- Classify geometrical figures.
- Recognize triangles in buildings and in London in particular.
- Work with triangles in real-life situations.
- Use shadows as useful tools for measurement.
- Use some internet resources.

The teacher expects you to:

- Understand geometrical figures.
- Recognize figures in architecture.
- Follow the lessons and participate actively.
- Use English for oral and written skills at all time.
- Participate in group work.
- Be creative.

How are you going to be evaluated?

- You will have to work on several tasks. Some will be done in class and others at home.
- Team work and individual work is going to be assessed, as well as participation in class.
- You are going to help the teacher evaluate your classmates’ work.
- A final exam when the unit is finished will be taken to consolidate knowledge and skills.

ENJOY THE TRIP AROUND THE WORLD!

Image 1. London’s skyline
**Lesson-by-Lesson Overview**

<table>
<thead>
<tr>
<th>SESSION</th>
<th>ACTIVITIES</th>
<th>INTERACTION</th>
<th>SKILLS</th>
<th>ICT</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Introduction to Ch 1: Architecture.</strong> &lt;br&gt;Video &quot;How much does your building weigh, Mr Foster?&quot;</td>
<td>T - Class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Video in Moodle: &quot;Welcome to architecture&quot;</strong></td>
<td></td>
<td></td>
<td>X</td>
<td>More immersion into architecture</td>
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<tr>
<td></td>
<td><strong>Discussion:</strong> &lt;br&gt;What does an architect do?</td>
<td>SS - SS</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Introduction to Ch 2: Polygons</strong> &lt;br&gt;Review concepts from previous year</td>
<td>SS - SS</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td><strong>Warm-up: Homework correction</strong></td>
<td>SS - Class</td>
<td></td>
<td></td>
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<td></td>
<td><strong>Areas and perimeters of polygons</strong></td>
<td>T - Class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Introduction to Ch 3: Triangles.</strong> &lt;br&gt;Classification and characteristics. Proofs</td>
<td>T – Class SS - SS</td>
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<tr>
<td>3</td>
<td><strong>Warm-up: Homework correction</strong></td>
<td>T - Class</td>
<td></td>
<td></td>
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<td></td>
<td><strong>Recognition of polygons in buildings</strong></td>
<td>SS - SS</td>
<td></td>
<td></td>
<td>Real buildings from all over the world</td>
</tr>
<tr>
<td></td>
<td><strong>Proofs: Properties of triangles proved by students</strong></td>
<td>SS - SS</td>
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<tr>
<td></td>
<td><strong>Peer-assessment on proofs</strong></td>
<td>SS – SS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><strong>Warm-up: Homework correction</strong></td>
<td>SS - Class</td>
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<tr>
<td></td>
<td><strong>Introduction to Ch 6: Project</strong> &lt;br&gt;Explanation of the unit’s project</td>
<td>T - Class</td>
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<td><strong>Peer-assessment on proofs</strong></td>
<td>SS – SS</td>
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### Triangulate the world

**Triangles, Pythagoras and Thales Theorems Related to Architecture**

<table>
<thead>
<tr>
<th>SESSION</th>
<th>ACTIVITIES</th>
<th>INTERACTION</th>
<th>SKILLS</th>
<th>ICT</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>5</td>
<td>Warm-up: Homework correction</td>
<td>SS - Class</td>
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<td>Centers of triangles</td>
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<td>Testing what we know! Groups prepare word problems to test other groups</td>
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<td>Proof Quiz: Properties of triangles</td>
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<td>SS - Class</td>
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<tr>
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<td></td>
<td>X</td>
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<td></td>
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<tr>
<td>7</td>
<td>Warm-up: Homework correction</td>
<td>SS - Class</td>
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<td></td>
<td>The importance of the theorem</td>
<td>T - Class</td>
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<tr>
<td></td>
<td>Finding out if specific triangles are right-angled triangles.</td>
<td>SS - SS</td>
<td></td>
<td></td>
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<td></td>
<td>Practice word problems: Let’s practice across culture!</td>
<td>SS - SS</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>8</td>
<td>Warm-up: Homework correction</td>
<td>SS - class</td>
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</tr>
<tr>
<td></td>
<td><strong>Introduction to Ch 5: Thales</strong></td>
<td>SS - SS</td>
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</tr>
<tr>
<td></td>
<td>Thales Theorem and its uses</td>
<td>T - Class</td>
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</tr>
<tr>
<td></td>
<td>Word-problem dictation</td>
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<td>X</td>
<td>A Voki will dictate word problems on Thales and proportions</td>
</tr>
</tbody>
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### Triangulate the world

**Triangles, Pythagoras and Thales Theorems Related to Architecture**

<table>
<thead>
<tr>
<th>SESSION</th>
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<th>INTERACTION</th>
<th>SKILLS</th>
<th>ICT</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td><strong>Warm-up: Homework correction</strong> SS - class</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Introduction to Ch 7: Final thought.</strong> Video “Andrea Palladio and Marcus</td>
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<td>X</td>
<td>An example of the relationship between math and architecture</td>
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<td></td>
<td><strong>Who’s who? What do they have in common? Class debate</strong> SS - SS</td>
<td></td>
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<td></td>
<td><strong>Unit review and practice</strong> SS – SS</td>
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<td>X</td>
<td>Also, architectural review of all the buildings in London seen throughout</td>
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<td>the unit and others to visit in the trip</td>
</tr>
<tr>
<td>10</td>
<td><strong>Unit Exam</strong></td>
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</tbody>
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**ESO 2**
1. WELCOME TO ARCHITECTURE

To get started with this unit, we are going to warm up watching a video of a famous English architect, whose buildings you will be visiting when travelling to London in May.

Video: How much does your building weigh, Mr. Foster?
http://www.youtube.com/watch?v=9740R6Kd48I

1.1 INTRODUCTION TO ARCHITECTURE

Take a close look to the art of designing spaces for human beings. Hopefully the videos in this unit will open your minds towards the amazing world of architecture and the geometry needed to make spaces become true.

Instructions:
1. The following video is uploaded in Moodle.
2. Watch the video at home.
3. Reflect and think about what you have seen.
4. Try to identify some of the buildings.
5. Answer the questions in the next page.

Video: Welcome to architecture!
http://www.youtube.com/watch?v=Lk2cMR0fw_w&feature=related
Triangulate the world
TRIANGLES, PYTHAGORAS AND THALES THEOREMS RELATED TO ARCHITECTURE

Questions:

1. Have you recognized any building in Barcelona? Which one?

2. What geometrical figures have you identified?

3. Apart from the buildings you have seen, do you have any favorite building? Why?

4. Of all the buildings shown, which ones belong to modern architecture*?

5. Of all the buildings shown, which ones belong to contemporary architecture**?

*Architectural Tip - Modern Architecture?
- 20th Century
- Simple forms
- No ornament
- “Form follows function”
- “The house is a machine to live in”
- New materials: iron, Steel, glass


Image 5. Farnsworth House in Illinois, USA. Mies van der Rohe

**Architectural Tip - Contemporary Architecture?
- 21st Century
- Material used with technology and geometry
- The spectacular architecture nowadays
1.2 WHAT DOES AN ARCHITECT DO?

Now that you have an idea of what the word architecture refers to, try to describe what an architect does.

1. Discuss, with the members of your group, what you know about architecture and what an architect does, and complete the blanks below.

   **Discussion Tips**
   - Do they only draw?
   - Do they only build houses?
   - Are most architects men?
   - What are their abilities?
   - Are they wealthy (=rich)?

2. Write as much as you know about this topic. Be prepared to share your ideas with the rest of the groups! One is done for you as a model.


   Image 7. Top of the Rock Building, in New York

   If you want to know more about the building in the picture on the left, watch and enjoy:

   **We are now ready to start the unit!**
2. POLYGONS

2.1 REVIEW

As you worked with polygons last year, let’s just review the main concepts.

Fill in the blanks to obtain definitions.

1. A .................... is a closed plane figure with sides and angles.
   Polygons can be .................... or ....................

2. In a .................... polygon all of its angles have the .................... measure and all
   of its sides the same length.
   We can always .................... them in a circle.

3. In an .................... polygon the angles and the sides have different measures.

4. An irregular polygon can be convex or concave, depending on its angles.
   In .................... polygons all interior angles are less than 180°,
   while .................... polygons have at least one interior angle
   greater than 180°.

5. The .................... is a line from the center of the regular polygon to the middle of one
   of the sides. The apothem divides the triangles which conform the
   polygon into other triangles.

6. The .................... of a regular polygon equals half of the perimeter multiplied by the
   apothem.
   \[ A = \frac{ap \cdot P}{2} \]

7. The .................... of a polygon is the distance outside of the polygon, the sum of the
   length of each side.
   In .................... polygons the perimeter can also be found by multiplying
   the number of sides by the length of one side.

8. .................... .................... are polygons which have all corresponding angles congruent
   and all corresponding sides proportional (remember unit 3).
2.2 PRACTICE: AREAS AND PERIMETERS

1. Take a look at these figures and classify them as regular or irregular polygons.
Then, calculate the area and perimeter of each figure in your notebook.

2. What is the area of a parallelogram with bases 10cm and height 5cm?

Hint
Step 1. Draw the figure.
Step 2. Think about areas.
Step 3. Calculate
3. If the length of an apothem of a pentagon is 3cm, what is the shortest length from its center to one side?

4. Can you recognize polygons in the pictures below? Which ones?
2.3 THE “STAR” OF POLYGONS

a) If you had to choose a polygon, which one would you think of? Discuss and then draw a polygon with the members of your group, so that you can answer the following questions:

- Can your polygon be triangulated?
- Can your polygon be quadrangulated?

Choose the best drawing, show to the rest of the class using the whiteboard and reason your choice.

b) What do triangles have that make them so important?

The triangulation of polygons refers to the decomposition of the polygon into triangles. We draw diagonals to divide the polygon in triangles. Triangulation reduces complex shapes into simple shapes. The polygon becomes an addition of triangles. Any polygon admits a triangulation. If the polygon has \( n \) sides, then the polygon has \( n - 2 \) triangles.

Look at the two examples below:

We can triangulate the seven-sided irregular polygon into 5 triangles. This means that if the polygon has 7 sides, then the polygon has 7 - 2 triangles.

On the left, the seven-sided irregular polygon is divided into 4 triangles. This cannot be considered triangulation because the triangles are not obtained with the diagonals.

As all polygons can be triangulated, we can work with triangles to know more about polygons.
3. TRIANGLES

From now on we are going to talk about triangles, the “star” of polygons.

Do you remember?

A triangle is a polygon with 3 sides.

1. Triangles have vertices, sides and angles.
2. We represent them this way:
   √ Vertices: Capital letter A, B, C
   √ Sides: Lower case a, b, c
   √ Angles: Capital letters with Â, B, C

When we write about a triangle, we must write the letters of the vertices with a small triangle on top, as △ABC.

3.1 CLASSIFICATION OF TRIANGLES

Triangles are classified according to their sides and angles.

1. Match the characteristics below with the corresponding names.
   √ 3 sides are different and 3 different angles
   √ no angle = 180°
   √ angle > 90°
   √ angle < 90°
   √ 2 sides are the same and 2 same angles
   √ 3 sides are the same and 3 same angles
   √ angle = 90°

Scalene
Acute
Plain
Right-angled
Isosceles
Obtuse
Equilateral
2. Label and classify each of the following triangles according to their sides and angles:

![Diagram of triangles]

3. The longest side in a right-angled triangle is called hypotenuse. The adjacent sides to the angle are called legs. There is always a hypotenuse in all right-angled triangles. Label the right-angled triangle.

### Did you know...

**Hypotenuse** comes from the Greek *hupoteinousa*, *Hupo* meaning the opposite; opposite to the right angle.

4. **TRUE OR FALSE?** Decide the correct answer for the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
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</thead>
<tbody>
<tr>
<td>T</td>
<td>In a triangle, sides and angles are opposite to each other.</td>
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<tr>
<td>F</td>
<td>The largest angle is opposite to the shortest side.</td>
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<tr>
<td>T</td>
<td>The middle-sized angle is next to the middle-sized side.</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>The smallest-sized angle is opposite to the smallest angle.</td>
<td></td>
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</tbody>
</table>
In this unit we will have to understand and deduce mathematical proofs.

1. You will work in teams. Assign yourselves a number from 1 to 4. A student from each group will be responsible for the explanation of a proof to the rest of the members of the group.

2. The teacher will provide the “expert” student with a card with the necessary information.

Here is a proof done for you as an example:

**Statement:** The area of a parallelogram is the length of the base multiplied by the height.

**Proof:** We make a parallelogram become a rectangle as shown in the drawing below:

1. We remove the triangle of one side and put it to the other side.
2. We obtain a rectangle.
3. Since we know the area of a rectangle is \( b \times a \), then we can say that the area of a parallelogram is also \( b \times a \). This is what you do when you prove it.

Q.E.D

**Did you know...**

The abbreviation Q.E.D. on the right refers to the Latin *quod erat demonstrandum*, meaning “that which was to be proved”. It is written after a mathematical proof.
3.2 Properties of Triangles

As a good "star", triangles have a lot of beautiful properties. Let's all prove together!

Property 1: The angles of a triangle
Statement: The three interior angles in a triangle always add up to 180°.

The Proof (listen to the expert)

Self-assessment chart Proofs 1 and 2

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<thead>
<tr>
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<th>PROOF 1</th>
<th>PROOF 2</th>
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<tbody>
<tr>
<td>Did you understand the statement?</td>
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<td>😏</td>
</tr>
<tr>
<td>Did you understand the proof?</td>
<td>😏</td>
<td>😏</td>
</tr>
<tr>
<td>Was your classmate clear?</td>
<td>😏</td>
<td>😏</td>
</tr>
<tr>
<td>Indicate your level of satisfaction</td>
<td>😏</td>
<td>😏</td>
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</tbody>
</table>
Property 2: The angles of a polygon
Statement: The addition of the interior angles in a polygon is $180 \cdot (n-2)$.

Math tip: Start with the simplest polygon and find a pattern!

The Proof (listen to the expert)
Property 3: Triangle inequality
Statement: The addition or subtraction of the length of two sides of a triangle is always greater than (addition) or less than (subtraction) the length of the other side.

The Proof (listen to the expert)

Self-assessment chart Proofs 3 and 4

<table>
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<tr>
<th></th>
<th>PROOF 3</th>
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<th>PROOF 4</th>
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<td>Did you understand the proof?</td>
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<td>Was your classmate clear?</td>
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<td>Indicate your level of satisfaction</td>
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</table>
Property 4: Area
Statement: The area of a triangle is the base of the triangle multiplied by the height of the triangle and divided into two parts.

\[ A = \frac{b \cdot h}{2} \]

The Proof (listen to the expert)
Remember that triangles are also studied in other subjects as Art or in Technology.

Here is a brief explanation of the 3 different centers according to their characteristics:

- **orthocenter**
- **barycenter**
- **centroid**
- **circumcenter**

Let’s look at each:

### Orthocenter

Draw the height from each vertex. The height is defined as the perpendicular segment between a vertex and its opposite side. 

The 3 heights will cross at the orthocenter. (ortho=perpendicular)

### Barycenter

Draw a line from the midpoint of each side to its opposite vertex. This line is defined as median. 

The 3 medians will cross at the barycenter. This is the center of gravity of the triangle.

### Circumcenter

Draw a line perpendicular to each side from its midpoint. It is also called line bisector, since it splits the side into 2 segments of equal length.

The 3 perpendicular lines will cross at the circumcenter. The triangle will be inscribed in a circle, or in other words, a circle will circumscribe the triangle.

Now it’s your turn! You must hand in the following:

1. Draw its heights and find its orthocenter.
2. Draw its medians and find its barycenter.
3. Find its circumcenter and draw the circumscribed circle.
3.3 PRACTICE

Solve the problems in your notebook.

1. How many right angles can there be in a triangle?

2. How many obtuse angles can a triangle have?

3. A scalene triangle has no sides the same length and no angles the same measure. Why is it then still considered a triangle?

4. Draw an equilateral triangle knowing that one of its angles is 70°.

5. How much do the angles of a triangle sum up to? And the angles of a regular polygon? Explain your answer.

6. If a polygon has 7 sides, what is the sum of all of its angles?

7. An irregular polygon has 13 sides. How many triangles does it contain?

8. a) Calculate the sum of the angles inside a quadrilateral and give the measure of each angle in the polygon.

   b) Do the same with an octagon.
**TESTING WHAT WE KNOW!**

1. The class is divided into 7 teams. Each team must prepare a word problem about triangles to test another team in the classroom.

2. Each team must prepare the solution to the word problem to be able to correct it.

3. Teams will exchange the word problems (without the solutions!)

4. Teams must solve the word problems and must complete the chart on the next page.

An example has been done for you:

1. **Draw a triangle with sides** \(a\), \(b\) and \(c\) **and label the corresponding angles**.

2. ........................................................................................................................................

Work on your word problem here
Conclusions about triangles:

At most, there can be only .................. right angle and .................. obtuse angle in a triangle.

All .................. triangles have the same angles and these are always 60°.

Moreover, ...
4. PYTHAGOREAN THEOREM

4.1 His Life

Pythagoras was a Greek mathematician and philosopher who was born in Samos Island in c. 570 BC. He was responsible for mathematical and scientific discoveries, one of them the theorem named after him. Pythagoras also worked on music, astronomy, and medicine, but was very interested in religion. He was said to have practiced divination and prophecy. He died in Metapontum - c. 495 BC at the age of 75.

In the picture, Pythagoras is in the center with the book, teaching music in The School of Athens.

4.2 “PYTHAGORAS WAS A SQUARE”, brainstorming ideas

We are going to watch a video about Pythagoras and several geometrical interpretations of the Pythagorean Theorem.

[Video: Pythagoras was a square.](http://www.teachertube.com/viewVideo.php?video_id=23675)

The purpose of this task is to start having ideas by understanding and thinking about the geometrical interpretations shown. Then, fill in the blanks and answer the questions.
Triangulate the world

TRIANGLES, PYTHAGORAS AND THALES THEOREMS RELATED TO ARCHITECTURE

1. **Pythagoras of Samos lived** …

   … between 570 and 490 B.C. and was a .................... mathematician known as the .................... of ....................

   He never wrote a book or did a two-column ............

   Pythagoras was known as an .................... in the fate of ...................., and used .................... to explain the numbers in .................... He identified the relationship of .................... and .................... ...................., and his most famous .................... may have been done by his students.

   Pythagoras stated that “The area of the square drawn on the .................... of a right triangle is .................... to the sum of the .................... drawn on the legs”.

   But why squares?

2. **How may geometrical interpretations of the Pythagorean Theorem** have you identified? Name them.

3. **What is the problem of using similar rectangles to interpret the theorem?**

4. **Can we come up with a true statement by using quarter circles?**

**Pythagoras had squares. You have algebra. Use it!**

**Language Tip**

*We have identified...*
*The theorem can be explained...*
*There are several...*
*If we use...*
4.3 Pythagorean Theorem

As we have watched in the video, there is a relation between the legs of a right-angled triangle and the hypotenuse. Let’s take a look at the geometrical interpretation using squares:

What can we say about any right-angled triangle? Can you establish a relation in the form of an equality for the geometrical interpretation? Which one?

Let’s all prove together

Statement: the Pythagorean Theorem states that in any right-angled triangle, the area of the square with side the hypotenuse is equal to the addition of the areas of the squares of the legs.

Follow the steps:
1. Draw and cut two squares, one with sides 6cm and the other with sides 8cm.
2. Draw and cut 8 right-angled triangles with hypotenuse 10cm and legs 6cm and 8cm.
3. Arrange them in two different ways so that you get two big squares with sides 6+8cm.
4. Each square with sides 6+8cm contains 4 right-angled triangles with hypotenuse 10cm and legs 6cm and 8cm.
5. Can you see any empty squares inside the big squares with sides 6+8cm?
6. What areas do they have?
7. As the two initial squares and triangles were the same, do we have an equality?
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Proof 1:

Geometrically

Proof 2:

Algebraically

\[c^2 + b^2 = a^2\]

TRUE OR FALSE? Decide the correct answer for the following sentences:

T  F  The theorem helps you find the missing leg of a triangle.
T  F  This theorem is true for all triangles, no matter the angles.
T  F  We use the theorem to find the length of the hypotenuse.
T  F  The theorem can be used to find the diagonal of a square.
T  F  The theorem can be used to find the diagonal of a rectangle.
T  F  The theorem can be proved with quarter circles.
T  F  The theorem can be proved with any geometrical figure.
4.4 The Importance of the Theorem

1. To check that the equality is true for all right-angled triangles.
Pythagoras claimed that the equality is always true for all right triangles, but how do we know a triangle is a right-angled triangle?

To find this out, we are going to do a running dictation. In your groups, number yourselves from 1 to 4. You will be called by your number and will be dictated the measures of each side of a triangle.
Get ready to run, listen, write, and calculate together!

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>Solution</th>
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<tbody>
<tr>
<td>Example</td>
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<td>Student 1</td>
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<td>Student 4</td>
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</tbody>
</table>

What have you found out?.................................................................
Do all the triangles have the same solutions? ...................................
How many solutions can we have? ....................................................

2. To find the length of the hypotenuse.
If we have the length of 2 legs of a triangle, we can find the length of the hypotenuse.
As we know that \(a^2 = b^2 + c^2\), we have an equation to solve.

For example:
For \(a =?, b = 3,\) and \(c = 4\)
\(a^2 = b^2 + c^2\)
\(a^2 = 9 + 16\)
\(a^2 = 25\)
\(a = 5\)

Is this a lineal equation?
3. To find the length of a side.

If we have the length of the hypotenuse and the length of a leg, we can find the length of the missing leg.

As we know that $a^2 = b^2 + c^2$, we have an equation to solve.

For example:
For $a = 12$, $b = 8$, and $c = ?$

\[ a^2 = b^2 + c^2 \]

\[ 144 = 64 + c^2 \]

\[ c^2 = 144 - 64 \]

\[ c^2 = 80 \]

\[ c = \sqrt{80} \]
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TRIANGLES, PYTHAGORAS AND THALES THEOREMS RELATED TO ARCHITECTURE

4.5 LET'S PRACTICE ACROSS CULTURE

In the following pages you will find a compilation of buildings. There is a brief explanation of each one. You must recognize the existing triangles and solve the word problem with the information given using everything you know about triangles.

The **Forum Building** was built in Barcelona for the 2004 Universal Forum of Cultures in an area of expansion of the city towards the coast.

The designers of this building are the Swiss architects Herzog & de Meuron.

The triangular shape measures 180 meters on each side and 25 meters in height.

In my building’s entrance there is a small staircase to reach the level where the elevators are. It is a problem for wheelchairs and baby cars, so all the neighbours have decided to substitute the stairs for a ramp.

Each step measures 18cm height and 28 cm horizontal.

**TASK** What will be the ramp’s length?
The Spanish architect Santiago Calatrava is responsible for the design of the highest residential building in Sweden named *Turning Torso* and located in Malmö. Triangles are present for structural purposes, as they reinforce and make rigid the structure as a whole. The building is composed by 9 rotatory cubes, from bottom to top, with 9 corresponding structural triangles on each façade.

**TASK** Let’s assume the sides of each triangle measure 24 meters the longest side, and 20 meters and 18 meters the other sides. Are the triangles right-angled? How do you know?

**Big Ben** is a Gothic clock tower built in London in 1858. It is the clock tower of the Palace of Westminster. The height of the tower is about 96 meters.

**TASK** If you are standing 5m from the tower, what will be the distance from your feet to the top of the tower?
The **Petronas Twin Towers** in Kuala Lumpur (Malaysia) were designed by the Argentine architects Cesar Pelli and Djay Cerico and finished in 1998. The towers have 88 floors and in floors 41 and 42 there is a sky bridge of 58 meters long and 2 floors that connects the two towers. Approximately, the structural brace of each hypotenuse measures 42m.

**TASK** If the height of each floor is 4m, how many floors does the side of the triangle occupy?

One of the greatest planning interventions in urbanism (= planning cities and territory) is the **Eixample in Barcelona**. Designed by architect Ildefonso Cerdà in 1859 to organize the city, it consists of residential blocks conforming a grid of 113,3m x 113,3m.

Cerdà stipulated that streets would measure 20m, the maximum height of buildings 16 to 20m and the importance of the free outdoor space in the interior of each block.

**TASK** If each block has a corner (xamfrà) of 15m per side, Can you figure out what does the hypotenuse of the corner measure? Calculate the area and the perimeter of each block of buildings.
This is the main entrance to the **Louvre Museum** in Paris, France.
Designed by the architect I.M. Pei, the entrance pyramid was inaugurated in 1989.
There are two pyramids, the exterior entrance on the left and the inverse interior pyramid in the lobby, from which the visitor can observe the palace facades reflected on it.
The height of the pyramid is 20.6 meters and its square base has sides of 35 meters.

**TASK** What is the length of the edge between two sides, from the ground to the top of the pyramid? Hint: you will need to use a famous theorem twice.

**Did you know...**

Nowadays new buildings must be built prepared to generate electricity using solar energy, so we can see these elements (solar or photovoltaic pannels on roofs).
The picture on the right is the photovoltaic structure in the Forum area in Barcelona. It is designed by two Spanish architects: Elias Torres and José Antonio Martínez Lapeña. It has an area of 3,780 m² and an inclination angle of 35º. Its highest point is 50m above the sea level and it consists of 2,668 pannels.
5. THALES’ AND PROPORTIONS

5.1 Who was Thales of Miletus?

1. Below are some sentences about Thales you must read.
2. With the members of your group, discuss and organize the correct order of the sentences.
3. Then, write a brief summary.

- Thales used similar triangles and right angles.
- Thanks to Thales, we can measure the height of a building using shadows and objects.
- He was mainly interested in geometrical figures and was the first one to proclaim angles as mathematical measures.
- Thales of Miletus (c. 624 BC. – c. 546) was a philosopher and mathematician born in the Greek city of Miletus, which is now Turkey.
- Thales measured the height of the pyramids using shadows and his own height.
- A theorem is named after him.
- It is about proportions and similarities.
- He was known for his innovative use of Geometry.

Language Tip

Thales of Miletus was...
He was interested...
He worked with...
He was known for...
5.2 THE THEOREM

Statement: Given two straight lines \( v \) and \( v' \) that cross at point \( O \), and that are intersected by parallel segments \( AA', BB', CC' \).

We can say:

1. \( \frac{AB}{AC} = \frac{A'B'}{A'C'} \)
2. If \( AM \) is parallel to \( A'B' \) then \( AM = A'B' \)
   If \( BN \) is parallel to \( B'C' \) then \( BN = B'C' \)

Let’s think about the theorem:

The parallel segments \( AMB \) and \( BNC \) form two triangles. These are named triangle \( \triangle AMB \) and triangle \( \triangle BNC \). As all their segments are parallel, the triangles are considered similar: the 3 angles are equal and the 3 corresponding sides are parallel to each other.

\[
\frac{AM}{BN} = \frac{AB}{BC} = \frac{BM}{CN}
\]

Let’s think a little bit more:

What do you think is the relation between the red triangles in the three pictures? Discuss with the members of your group and ...

Discussion Tips

Do they look the same?
Do they have something in common?
Is there any relation between them?

...Soon you'll find out!
5.3 The Use of the Thales Theorem

1. To divide a segment into equal parts:
We have segment AB and we want to divide it into 11 equal parts. We do not know the length of segment AB, so we use the Thales' Theorem to make the division.

In your groups, one student will dictate the steps to follow and the others will take notes. Try to divide the segment into equal parts!

   a) Draw a line from one of the ends of the segment, in the direction you want.
   b) As you have decided the line’s length, divide the line into 11 equal parts.
   c) Join the last point with the end of the segment.
   d) Draw parallel lines and the segment AB will be equally divided.

2. For proportions and similarities:
Triangles can be placed in the Thales’ position → They are named SIMILAR TRIANGLES ("semblants" in Catalan). Two triangles are similar if:

   a) they have equal angles
   b) their sides are proportional

We can draw more parallel lines and obtain more similar triangles.
We use shadows and proportionality to find the length of objects, height of buildings, persons, etc.
The rays of sunlight form a triangle with the ground and the line of our object.
The sunlight becomes the hypotenuse of a right-angled triangle (if the ground is straight and forms a 90° angle).

For example:
We want to know the height of a building.
1. We measure the real height of an object we have and the length of its shadow projected on the ground.
2. We measure the length of the building’s shadow projected on the ground.
3. We can establish a proportion equality between the object, its shadow, the building’s shadow and the height we want to know (x). Therefore:

\[
\frac{\text{shadow of the object}}{\text{real length of the object}} = \frac{\text{shadow of the building}}{x \ (\text{variable: real height of building})}
\]

The example with numbers:
Let’s imagine...
The shadow of the tree is 22m
The real height of the tree is 19m
The shadow of the building is 54m
The real height of the building is unknown (x)

\[
\begin{align*}
\frac{22}{19} &= \frac{54}{x} \\
22x &= 19 \cdot 54 \\
x &= \frac{1026}{22} \\
x &= 46.64 \text{ m}
\end{align*}
\]

The height of the building is 46.64m
5.4 PRACTICE

In this section, you are going to practice by doing some exercises.

Instructions:
1. Watch the video and follow the instructions given.
2. Be prepared to write each word problem in the spaces provided below.
3. Check what you have written with the student sitting next to you.
4. You are ready to solve the problems. Draw and calculate.

1. Draw a...

2. Calculate...

3. Are the...
4. The man…

5. A rectangle…
6. PROJECT - ANCIENT TRIANGLES

Below are some buildings with triangles belonging to ancient architecture.
Time has gone by but geometry remains... Take a look and then focus on the list of buildings you are going to work with.
The purpose of this task is to discover, find out, and think about the use of geometrical figures in the architecture of Turkey, Greece, Egypt, Italy, and China. Moodle and Wikispaces will be used to share the projects with your classmates.

Architectural Tip - Ancient Architecture?
- Ancient civilizations
- The divine and the supernatural
- Symbolism: power, ruler
- Ideals

Instructions:
1. The class will be working in groups, the classmates you are already seated with. Each group will be assigned a building belonging to ancient architecture.
2. You will have to:
   - recognize the triangles present.
   - gather information about its historical approximation.
   - calculate the area and the perimeter of the main triangles with the data obtained in your research.
3. Pictures, videos, images, ideas, drawings, measurements... will have to be searched.
4. Once you have all the materials, you will have to create and prepare a presentation using SlideShare and Audacity, which will be uploaded in the Wikispace provided for this class in Moodle.
5. Do you know what SlideShare and Audacity are about?
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TRIANGLES, PYTHAGORAS AND THALES THEOREMS RELATED TO ARCHITECTURE

SlideShare is a good way to share presentations.

Audacity is an audio editor and recorder.

Here are some suggested steps to follow:
1. You must first prepare a power point presentation.
2. Go to http://www.slideshare.net/ and sign in.
3. Click Upload. Then click Upload publicly.
4. Upload your power point presentation.
5. Now you must prepare an MP3 file using Audacity.
6. Download the program and the MP3 converter.
7. Record your voice clicking on the “dot” icon.
8. Go back to SlideShare and upload the recording by editing the presentation (edit).
7. Then click on “create slidecast”.
8. Upload the MP3 file
9. Check if the voice belongs to the correct slide.

In class you are going to watch an example done for you using SlideShare and Audacity:

Here are some ideas of what your projects should contain:

- Pictures
- Explanations with writings
- Explanations with voice
- Drawings
**THE LIST OF BUILDINGS**

**Team 1.** Temple of Venus and Rome in Italy.
**Team 2.** Parthenon, Athens, Greece.
**Team 3.** The Pyramids at Gizah, Egypt.
**Team 4.** Obelisk of Pharaoh Senusret I in Cairo, Egypt.
**Team 5.** The Beehive Houses in Haran, Turkey.
**Team 6.** Temple of Heaven, Beijing, China.
**Team 7.** Roman theatre of Aspendos, Turkey.

Try matching your building’s name with one of the pictures below.

Image 29

Image 30

Image 31

Image 32

Image 33

Image 34

Image 35

**Language Tip**

This building is located...
We have found that
The triangles found are...
We have read about...

Try matching your building’s name with one of the pictures below.
Triangulate the world
TRIANGLES, PYTHAGORAS AND THALES THEOREMS RELATED TO ARCHITECTURE

The projects will be evaluated according to the information obtained, the use of language to explain in your own words, the ideas developed, the mathematical processes, and creativity.

Each group will be presenting the project in class, so try to do your best and have fun!

You will evaluate other groups’ project:

1. You will go to Moodle, to this unit’s Wiki where everyone will have uploaded their projects and take a look at all of them.

2. Then, you will evaluate each project according to the rubric below:

<table>
<thead>
<tr>
<th>Peer-assessment chart</th>
<th>Circle the best mark for each</th>
</tr>
</thead>
<tbody>
<tr>
<td>The project is organized, with a logical order</td>
<td>The project has a good and appropriate title</td>
</tr>
<tr>
<td>The information given is of good quality, with details of the building</td>
<td>All grammar and spelling are correct</td>
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<tr>
<td>Nice pictures and nice presentation layout</td>
<td>Total score obtained:</td>
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<thead>
<tr>
<th>GROUP 1</th>
<th>1</th>
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EXTRA CREDIT

Take a look to the modern ways of using triangles nowadays in the pictures below. 2000 years have gone by since the ancient buildings, so...get inspired and design the building of the year 4000! What would it look like? Use geometrical tools, of course!

Image 36. City Hall, in London. Foster and Partners
Image 37. The Millennium Dome, in London. Richard Rogers

My building of the year 4000
7. FINAL THOUGHT

The end of this unit is here…

Let’s watch a video of the well-known English mathematician Marcus du Sautoy in one of the famous Italian architect Palladio’s buildings. Who’s who? Class discussion.

**ANDREA PALLADIO**

An Italian architect born in 1508 who deeply studied the Roman architecture. He designed palaces, churches and villas in the High Renaissance, but was especially known for his “palladian villas”, mostly located in the city of Vicenza. His architecture approached (got close to) culture, as his buildings expressed the people’s position in the social order of the time. He wrote *The Four Books of Architecture*, with drawings and rules to follow. Some of his work is now considered part of the World’s Heritage Site. Below are two of the many villas he designed.

**Discussion Tips**

Who was Palladio?
Who is Marcus du Sautoy?
What do they have in common?
What is the video about?
Where is the video recorded?

**VIDEO**: [http://news.bbc.co.uk/2/hi/programmes/newsnight/review/7865508.stm](http://news.bbc.co.uk/2/hi/programmes/newsnight/review/7865508.stm)

**MARCUS DU SAUTOY**

English scientist and mathematician born in 1965. Known for making mathematics popular, du Sautoy won, in 2001, the Berwick Prize of the London Mathematical Society, awarded to the best mathematical research under 40 years old. He has published a great amount of articles and books on mathematics, about nature, symmetry, and music in relation to mathematics.
Key: the word problem-dictation from the video on page 37.

1. Draw a segment of 4.5 cm and divide it into 13 equal parts.
2. Calculate the values of x and y in the drawing.
3. Are the triangles ABD and BDC similar to triangle ABC? Why?
4. The man in the picture is going to enter a store in the Soho District in New York City. His height is 1.82 m. Calculate the height of the door.
5. A rectangle has sides 10 cm x 25 cm. A smaller and similar rectangle has its short side measuring 8 cm. What is the similarity ratio of the rectangles? And, what does the long side of the small rectangle measure?

Special thanks to the students in 2\textsuperscript{nd} of ESO, authors of these pictures:

Eva Carrillo  Maria Morales  Laura Serrano  Jofre Sendrós  Eliana Manzano