dicals

Sheet 7.1 continued.

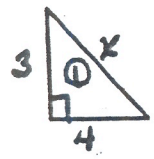
1. State the pythagorean theorem: If _____, then _____ _____.

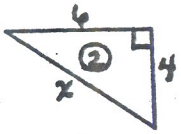
2. Why do we use the pythagorean theorem?

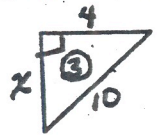
3. State the converse of the pythagorean theorem: If _____, then _____.

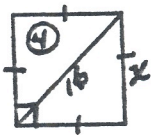
4. Why do we use the converse of the pythagorean theorem?

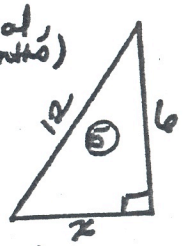
Find the missing side: Show your work. 2 answers ⇒ simplified radical, rounded (tenths)





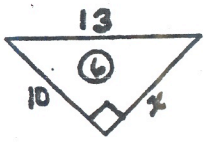


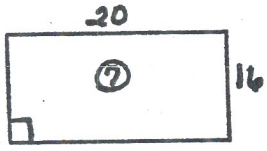




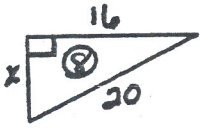
1) ___, ___ 2) ___, ___ 3) ___, ___ 4) ___, ___ 5) ___, ___

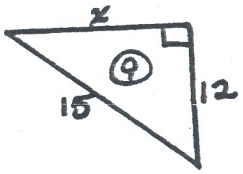
6) ___, ___ 7) ___, ___ 8) ___, ___ 9) ___, ___

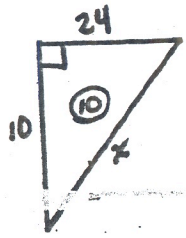


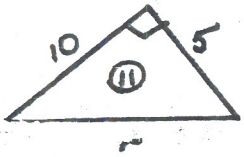


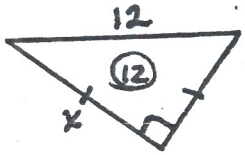
find length of diagonal

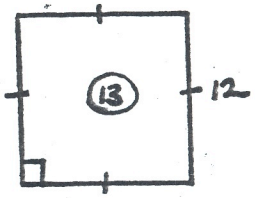












10) ___, ___ 11) ___, ___ 12) ___, ___

13) find length of the diagonal ___, ___

Determine if the following side measures can construct a right triangle: Show all work.

1. 5, 7, 3 cm

2. 6, 10, 8 in.

3. 25, 15, 20 cm.

Any acute triangles? ___ Obtuse triangles? ___

A student drew a rectangle with side measures 9 cm and 12 cm. Its diagonal has measure 16 cm. Is the figure truly a rectangle? Draw a picture and show your work to justify.

DAY TWO