

Playground Icosahedron

In spring 2007, the Lions Club of McFarland, Wisconsin, built a unique playground in Lewis Park that includes the climbing structure seen in **photograph 1**. This structure is made up of a number of metal bars of the same length that form equilateral triangular regions. The play system was supplied by Lee Recreation in Cambridge, Wisconsin, and built by community volunteers.

1. (a) Lee Recreation sells three versions of the climbing structure shown in **photograph 1**. The length of the metal bar used to make each size and the cost per structure are provided in **table 1**. Graph the cost versus the length and develop an algebraic model that describes a possible relationship between the cost and the length.

(b) Use your algebraic model from (a) to predict the cost of a structure for which the length of the metal bar is 150 inches.

(c) Use your algebraic model from

"Mathematical Lens" uses photographs as a springboard for mathematical inquiry. The goal of this department is to encourage readers to see patterns and relationships that they can think about and extend in a mathematically playful way.

Edited by **Ron Lancaster**
ron2718@nas.net
University of Toronto
Toronto, Ontario M5S 1A1
Canada

Brigitte Bentele
brigitte.bentele@trinityschoolnyc.org
Trinity School
New York, NY 10024



(a) to predict the length of a metal bar of a structure that sells for \$40,000.

2. Ebert measured the distance between the nodes and found it to be 84 inches. The length of the metal bar

for the structure that the Lions Club purchased is 75.5 inches. Why are these lengths not the same?

3. If the icosahedron were completely covered with material, how much material would be needed? In other

MatheMatical Lens solutions

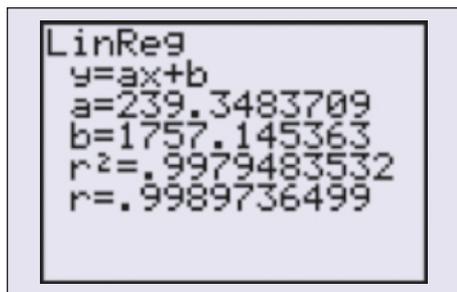


Fig. 3 The calculator obtains a linear relationship between bar length and cost.

1. (a) You can use the TI-84 to study the relationship between the cost per structure and the length of the metal bar. Begin your analysis by entering the data in **table 1** into the List Editor. The relationship appears to be linear, and the results for the regression line (see **fig. 3**) show that there is a strong positive correlation between the two quantities.

| Table 3 | | | |
|------------------------|---------------------|------------------|------------------|
| Euler's Formula | | | |
| | Vertices (V) | Faces (F) | Edges (E) |
| Tetrahedron | 4 | 4 | 6 |
| Cube | 8 | 6 | 12 |
| Octahedron | 6 | 8 | 12 |
| Dodecahedron | 20 | 12 | 30 |
| Icosahedron | 12 | 20 | 30 |

(b) Using the line of best fit and the TI-84, show that when $x = 150$, then $y = \$37,659.40$. Therefore, the cost of the structure would be about \$37,659.00.

(c) The value of x for which $y = \$40,000$ can be found in many ways: (1) by solving a linear equation by hand; (2) by using the Solver capability of the TI-84; or (3) by finding the point of intersection between the line of best fit and $y = \$40,000$. Using the first option, we have $239.3483709x + 1757.145363 = \$40,000.00$ for x yields $x \approx 160$ inches.

(b) Using the first three cases in **table 3**, you can set up three equations in three unknowns as follows:

$$\begin{aligned} 4a + 4b + 6c &= 1 \\ 8a + 6b + 12c &= 1 \\ 6a + 8b + 12c &= 1 \end{aligned}$$

The solution to this system of equations is $a = 1/2$, $b = 1/2$, and $c = -1/2$. Therefore, the relationship among V , F , and E appears to be $V + F - E = 2$.

(c) The formula is valid for the dodecahedron and the icosahedron. It cannot be concluded that the formula is valid for all other solids. A finite number of cases is not enough to constitute a proof.

5. The truncated icosahedron has 60 vertices, 32 faces, and 90 edges. Note that $V + F - E = 60 + 32 - 90 = 2$. Interested readers might want to try their hand at proving this formula, commonly called Euler's formula.

DAVE EBERT, dde@oregon.k12.wi.us, teaches mathematics at Oregon High School in Oregon, Wisconsin. His interests include integrating technology into the classroom and making connections within mathematics.

For a mathematical photograph for which you may create your own questions, go to the NcT MWeb site: www.nctm.org/mt. Send your questions to the "Mathematical Lens" editors.

COMnG in nOVeMBeR

MT 2009 FOCUS ISSUE

PROOF: Laying the FOUndatiOn

- Michelle Cirillo shares her "top ten" list of what she wished she had known about teaching proof before she taught geometry.
- In "Soft Drinks, Mind Reading, and Number Theory," Kyle Schultz discovers a lesson involving mathematical proof in an unlikely source.
- Leanne Linares and Phil Smith show how proof mapping to develop successful arguments in geometry can reveal students' underlying thought processes.
- Find out how Janelle McFeeters and Ralph Mason use logic games to help students learn deductive reasoning.

PI Us other in-depth articles on this important topic as well as the standard *MT* departments

- The difference in lengths can be accounted for by the thickness of the caps that the metal bars slide into.
- The surface of the icosahedron consists of 20 equilateral triangles. The area of an equilateral triangle with side length s is equal to

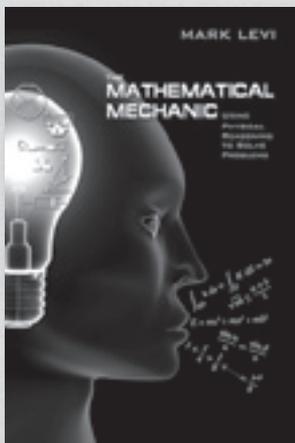
$$\frac{\sqrt{3}}{4}s^2.$$

The surface area of the icosahedron is equal to

$$20 \text{ in} \times \frac{\sqrt{3}}{4} \text{ in} \times (84 \text{ in})^2 \approx 61106.75 \text{ in}^2.$$

Therefore, the surface area is approximately equal to $61,106 \text{ in}^2$, or about 424 ft^2 .

4. (a) The completed **table 2** should look like **table 3**.



The Mathematical Mechanics

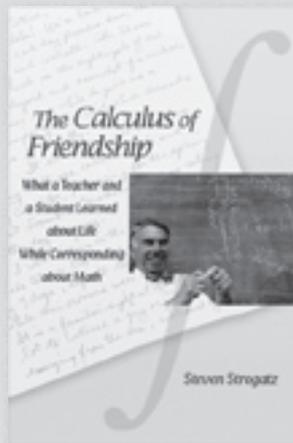
Using Physical Reasoning to Solve Problems

Mark Levi

“This book is a fresh, insightful, and highly original presentation of mathematical physics that will appeal to a broad spectrum of readers. . . . A definite winner.”

—Paul J. Nahin, author of *Digital Dice*

Cloth \$19.95 978-0-691-14020-9



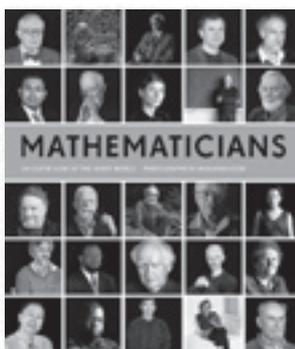
The Calculus of Friendship

What a Teacher and a Student Learned about Life while Corresponding about Math

Steven Strogatz

“This is a lovely book. Strogatz succeeds in producing a sincere tribute to teachers, and he emphasizes in a direct way the human element of mathematics.”
—Barry Cipra, author of *Mistakes... and How to Find Them before the Teacher Does: A Calculus Supplement*

Cloth \$19.95 978-0-691-13493-2
Not for sale in the Commonwealth (except Canada)



Mathematicians

An Outer View of the Inner World

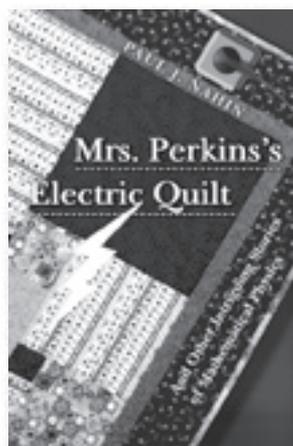
Mariana Cook

With an introduction by
R. C. Gunning

“The startling contrast between lined faces and lively minds suggests that the passionate pursuit of mathematics is an ideal formula for aging gracefully, even joyfully.”

—Sylvia Nasar, author of *A Beautiful Mind*

Cloth \$35.00 978-0-691-13951-7



Mrs. Perkins's Electric Quilt

And Other Intriguing Stories of Mathematical Physics

Paul J. Nahin

“If you like mathematics, you will love this book. If you like physics, you will love it even more. A treasure trove for students of any age, and a marvelous resource for teachers.”

—Kenneth W. Ford, author of *The Quantum World: Quantum Physics for Everyone*

Cloth \$29.95 978-0-691-13540-3



Mythematics

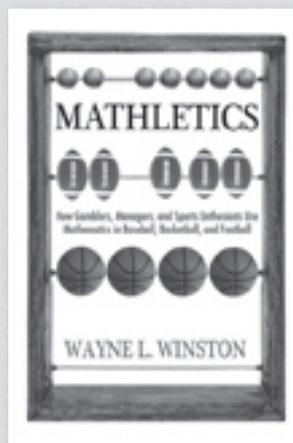
Solving the Twelve Labors of Hercules

Michael Huber

“Huber has come up with a clever means to present some pretty mathematics and math modeling. Covering an eclectic set of topics, this book will teach readers a golden goblet's worth of mathematics.”

—Colin Adams, coauthor of *How to Ace Calculus*

Cloth \$24.95 978-0-691-13575-5



Mathletics

How Gamblers, Managers, and Sports Enthusiasts Use Mathematics in Baseball, Basketball, and Football

Wayne L. Winston

“Wayne Winston's *Mathletics* combines rigorous analytical methodologies with a very inquisitive approach. This should be a required starting point for anyone desiring to use mathematics in the world of sports.”

—KC Joyner, author of *Blindsided: Why the Left Tackle Is Overrated and Other Contrarian Football Thoughts*

Cloth \$29.95 978-0-691-13913-5

MatheMatical lens

Use this photograph to create your own questions in the style of “Mathematical Lens.” Send your questions to the “Mathematical Lens” editors: Ron Lancaster, ron2718@nas.net, or Brigitte Bentele, brigitte.bentele@trinityschoolnyc.org.



Martha Lowther

“climbing Forever with No end in Sight,” photograph taken at Indian Beach, North Sydney, Nova Scotia, by Martha Lowther, who teaches mathematics at the Tatnall School, Wilmington, Delaware