**Content:** Pythagorean Theorem

**Instructor:** Christy Miller

**Materials:** computers with Geogebra, construction paper, scissors, tape

**Objective(s):** Students will:

-prove the Pythagorean Theorem using different area models with/without technology

**CCSS Content:** 8.G.6

**CCSS Practice:** SMP 8 (Look for and express regularity in repeated reasoning.)

**Warm-Up:** Video: <https://www.youtube.com/watch?v=nbopLhP4kpo> Discussion (pros/cons)

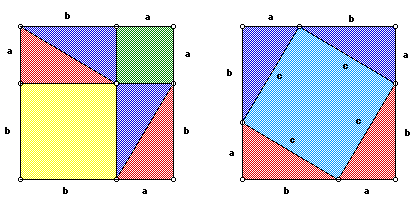
Cut out 10 right triangles. (Either all congruent, or four congruent, four congruent, two congruent)

**Lesson Body:**

Four Stations:

Station 1: Geogebra Puzzle Proof: Students can explore from scratch, or can look at a premade geogebra puzzle proof of the Pythagorean Theorem.

Station 2:

Image: http://jwilson.coe.uga.edu/emt668/emt668.student.folders/headangela/essay1/pythagorean.html 

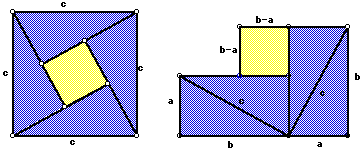
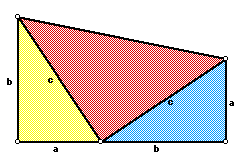
Station 3: (Bhaskara) 

Image: http://jwilson.coe.uga.edu/emt668/emt668.student.folders/headangela/essay1/pythagorean.html

Station 4: Garfield’s Proof

Image: http://jwilson.coe.uga.edu/emt668/emt668.student.folders/headangela/essay1/pythagorean.html



**Closing (for CAMP):** Discussion on this lesson including 1) how it could be improved via UDL 2)how it could be improved for teachers’ student make-up 3) how SMP was addressed.

**Assessment:** Exit Ticket

1. What is the Pythagorean Theorem?
2. When can/should you use the Pythagorean Theorem?
3. Which proof makes the most sense to you?