

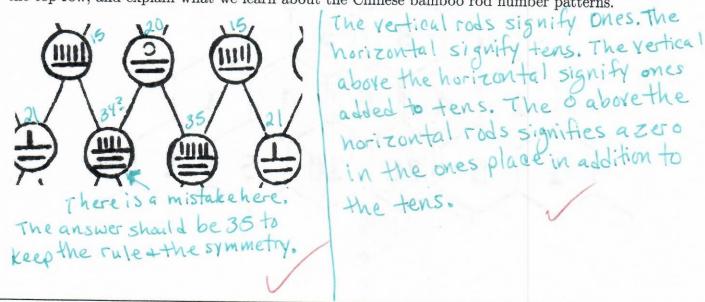
2. (2pts) What is particularly interesting about this portion of Yanghui's triangle? Translate the numbers in the top row, and explain what we learn about the Chinese bamboo rod number patterns.

Each of the top two pairs add up to make the next number in between them in the row belan One say 34 and one says 35 which isn't symmetrical like the rest of the triangle.

 $C_{5}^{10} = \frac{10!}{5!(10-5)!} = 252 \text{ Ways}$ I can use the triangle to get the answer by going to the 10th row and 5 over in the row would be 252.

1 11 55 145 30 462 462 330 145 55 11		10		45		120		210	1	252		210		120		45		10		1	
	11		55		165		330		462		462		530		165		55		11		1
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 $\frac{10!}{5! 5!} = \frac{10 \cdot 9 \cdot 8 \cdot 7 \cdot 6 \cdot 8!}{5! 5!} = \frac{10 \cdot 9 \cdot 8 \cdot 7 \cdot 6 \cdot 8!}{5 \cdot 4 \cdot 3 \cdot 2 \cdot 1}$ C5 5! (10-5)! 30,240 And now I see it in the chartabove, too. 1

120			10		111	
0 165	45	55	10	11		1

2. (2pts) What is particularly interesting about this portion of Yanghui's triangle? Translate the numbers in the top row, and explain what we learn about the Chinese bamboo rod number patterns.

We notice the uses of different Pattern in the writing alongside the Symmetry. How ZO is two lines = (possibly lo but topped with 2 to represent that the number isn't something Also 2 mistake was made in the left 35. It counts up to 34 by marking when it's meant to be 55.

Go down to the
$$(5 = \frac{10!}{5!(10-5)!}$$
 (just and proof quick)
to the row in proof of the proo

	1		10		45		120		210		252		210		120		45		10		1	
1		1]		55		165		330		462		462		330		165		55		11		1

2. (2pts) What is particularly interesting about this portion of Yanghui's triangle? Translate the numbers in the top row, and explain what we learn about the Chinese bamboo rod number patterns.

15 20 15 What is interesting about this portion is that there is an addition error in the second row where the matter of this triangle wrote 34 instead of 35. Learn that each horizontal line is a ten so = is 20 and = is 23 etc. 6 thru ? are interesting because they contain vertical and horizontal lines but they are connected 6 is 1 7 is 11 etc.

$$C_{5}^{10} = \frac{10!}{5!(10-5)!} = \frac{10.9 \cdot 8.7 \cdot 6 \cdot 8.4 \cdot 8 \cdot 8}{5 \cdot 4 \cdot 3 \cdot 2 \cdot 8} = \frac{30240}{120} = 252 \text{ ways to choose}$$

$$C_{5}^{10} = C_{10}^{10} = C_{10}^{10} = C_{10}^{10} = C_{10}^{10} = C_{10}^{10} = 252 \text{ ways to choose}$$

$$C_{6}^{10} = C_{10}^{10} = C_{3}^{10} = C_{4}^{10} = C_{5}^{10} = C_{6}^{10} = C_{7}^{10} = C_{8}^{10} = C_{9}^{10} = C_{10}^{10} = 10 \text{ phies triangle}$$

$$as it applies here$$

$$qvod = 1$$

	1		10		45		120		210	-	252		210		120	T	45	-	10		11	
1		11		55		165		330		462	/	462		330		165		55		11	-	1
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2. (2pts) What is particularly interesting about this portion of Yanghui's triangle? Translate the numbers in the top row, and explain what we learn about the Chinese bamboo rod number patterns.

The particularly interesting part in this portion is that there seems to be an error. The two numbers at the bottom should be the same and the numbers connected to them should add up, but here this isn't the case.
The numbers on the top row are () ()
We learn that a vertical line on top of a horizontal line translates to the number of horizontal lines being the loss place, and the number of
vertical lines on top being the 1's place. (11 63 vertical lines = 23)

3. (2pts) You and your roommate are going to split 10 luscious chocolates (five each) from a fancy box, where each candy is different. You get to go first – lucky you! In how many ways can you choose your five different chocolates? Show how Pascal's triangle gives the answer.

11

121

14641 156651 1615201561

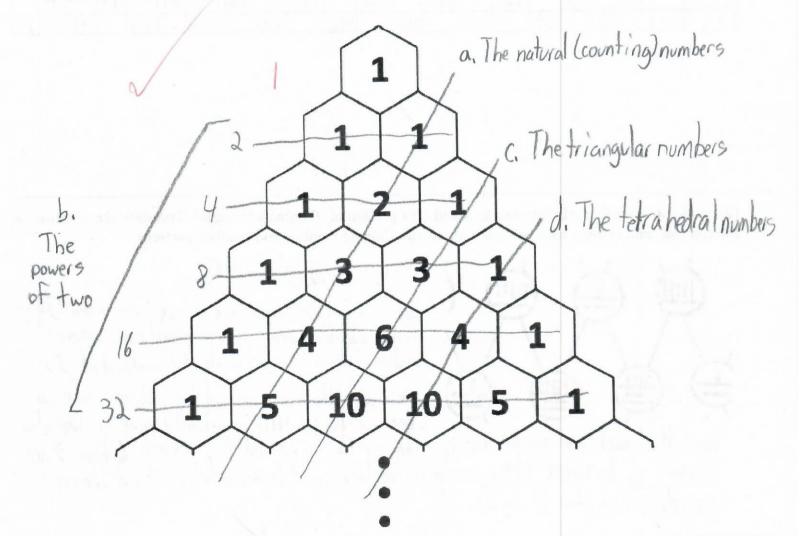
C'o Ci C2 C3 C4 C5 C6 C7

 $C_{5}^{10} = \frac{10!}{5!(10-5)!} = 252$

The 5 of the loth row is 252

1

- 4. (4pts) Use this version of Pascal's triangle to illustrate where the following sets of numbers appear in the triangle, in a systematic way:
 - a. The natural (counting) numbers
 - b. The powers of two
 - c. The triangular numbers
 - d. The tetrahedral numbers



4. (4pts) Use this version of Pascal's triangle to illustrate where the following sets of numbers appear in the triangle, in a systematic way: a. The natural (counting) numbers line 602 1, 2, 3, 4, 5

E.

- b. The powers of two how much each now == c. The triangular numbers line(bf 1,3,6.10

0>

1

1

- lineof 1,4,10
- d. The tetrahedral numbers

4. (4pts) Use this version of Pascal's triangle to illustrate where the following sets of numbers appear in the triangle, in a systematic way:

20

- A. The natural (counting) numbers
- b. The powers of two
- €. The triangular numbers
- d. The tetrahedral numbers

