Equitable Slice Problem

18 March 2021, rev 22 September 2021

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Art by Edward Nazarov

This is another Brainteaser from the *Quantum* math magazine ([1]).

How can a polygonal line BDEFG be drawn in a triangle ABC so that the five triangles obtained have the same area?

I found this problem rather challenging, especially when I first tried to solve it analytically (using hyperbolas). Eventually I arrived at a procedure that would accomplish the result.

My Solution

My solution depends heavily on the area-preserving properties of reflections and the "shear" action on triangles. Figure 1 through Figure 4 show the steps to solving the problem. The first triangle uses the altitude of the big triangle and base 1/5 of AC, thus giving it an area of 1/5 of the large triangle (Figure 1). Subsequent equal triangles are constructed via reflections and shearing, thus preserving the 1/5 area of the larger triangle.





Figure 1 Lay out first triangle with base = 1/5 AC. Flip it around its side and then shear to the side of the large triangle.



Figure 3 Flip third triangle around its side and shear result up to the side of the large triangle.

Figure 2 Flip second triangle around its side and shear result down to the base of the large triangle.



Figure 4 Remaining space (1 - 4/5 = 1/5) constitutes the fifth triangle of equal area.

Ouantum Solution

Point D should be positioned so that segment CD is equal to 1/5 of segment AC (Figure 5); then the area of triangle DBC will be 1/5 that of ABC. Similarly, point E is positioned so that BE = AB/4, point F so that FD =AD/3, and point G so that EG = AE/2.

I originally misunderstood their approach and thought they had not solved the problem. It took me a little thinking to see what they were doing. The following figures show the steps behind the Quantum solution.



So finally (Figure 7) we arrive at the Quantum solution shown in Figure 5. It turns out to be a clever solution and provides a simple method to construct the answer.

References

[1] "Equitable Slice", B11 "Brainteasers" Quantum Vol.1, No.1, National Science Teachers Assoc., Springer-Verlag, Sep-Oct 1990. p.19

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AR

AD

3

AC

5

T/5

n

D

n

T/5

AC/5

D

в

T/5

T/5

AD/3

AB/4

AE/2

T/5

Figure 7

G

T/5

AE/2

AE

2

G