

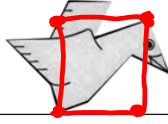

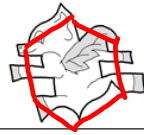
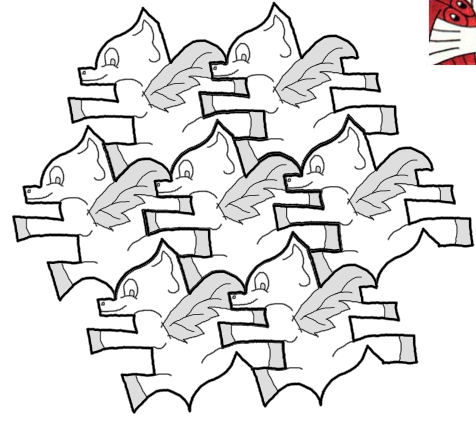
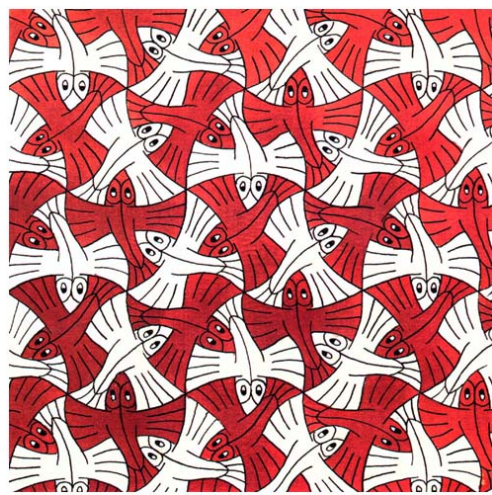
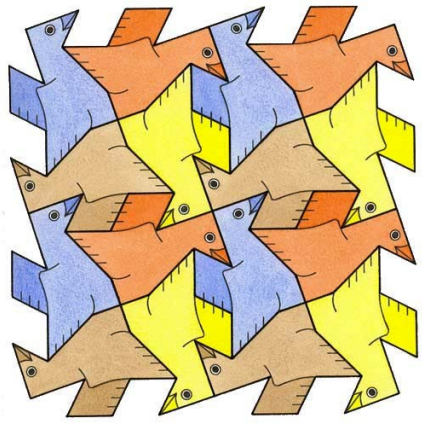
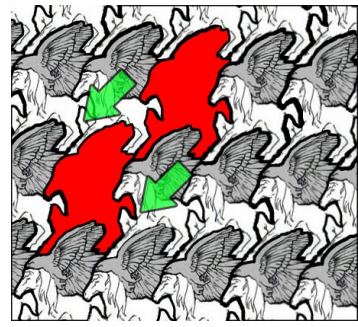
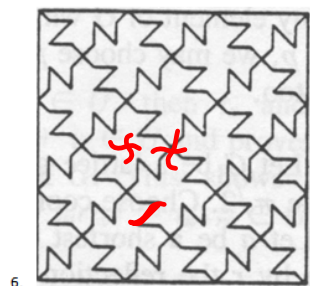
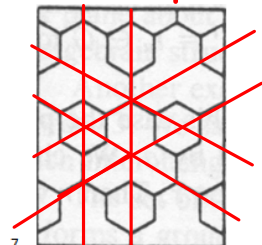


	Shape of original tile (triangle/square/hexagon)	Symmetry type (translational/rotational)
1. 	square	trans.
2. 	hexagon	rot.
3. 	square	rot
4. 	triangle	rot.
5. 	hexagon	trans.

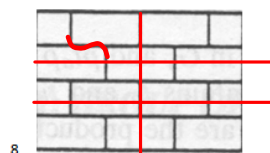




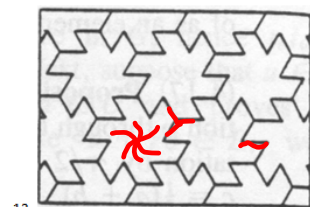
Group:  $442$



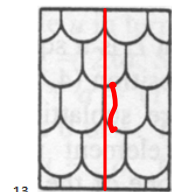
Group:  $*333$



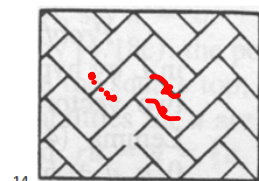
Group:  $2*22$



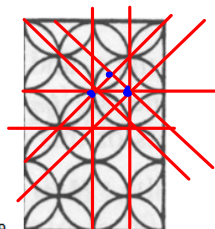
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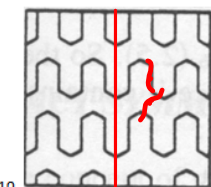
Group:  $*X$



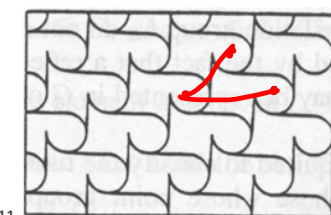
Group:  $22X$



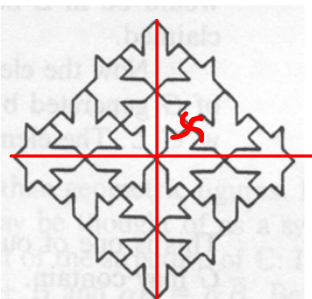
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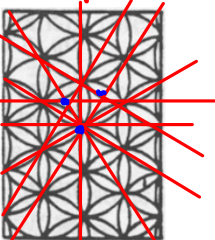
Group:  $22*$



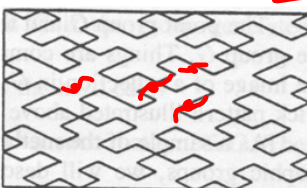
Group:  $O$



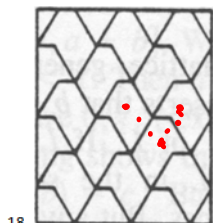
Group:  $4*2$



Group:  $*632$



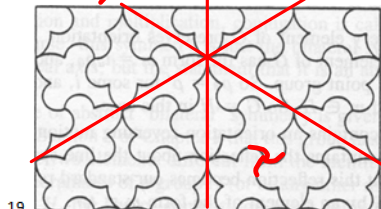
Group:  $2222$



18.

Group:

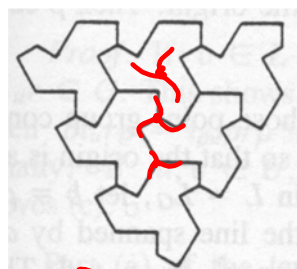
$\times \times$



19.

Group:

$3 \times 3$



20.

Group:

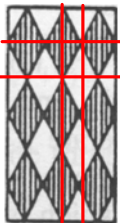
$333$



21.

Group:

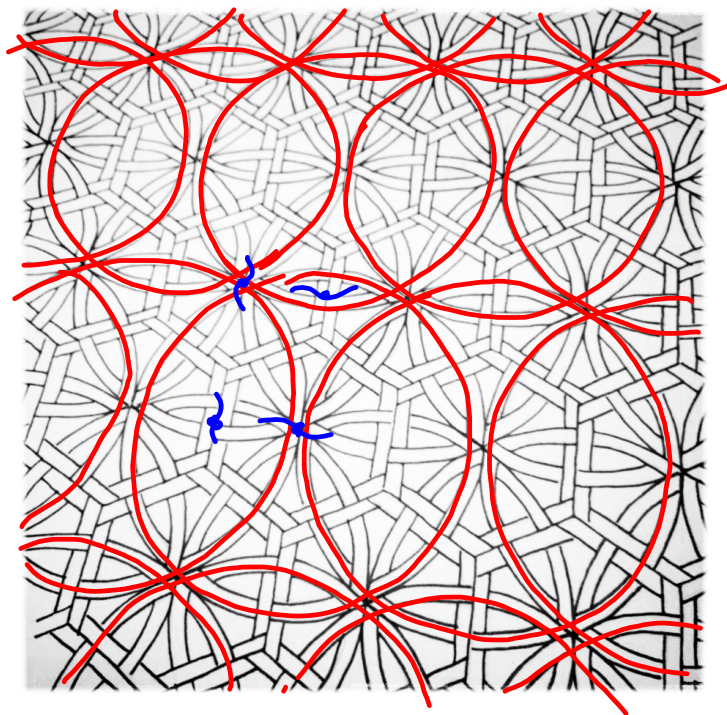
$\times \times$



22.

Group:

$\times 2222$



$2222$

**Bring a draft of your next paper to class on Tuesday!**

*Discuss the mathematical content of the works 3-5 mathematical artists. These can all be artists involved in the Bridges conference art exhibit, but do not have to be.*

**Citations, citations, citations!****Labeled figures with citations! Refer to figures in paper!****Proofread for grammar mistakes! Use active voice!****Format works cited page correctly!**

**Remember, you are not just describing what these works of art look like and you are not just paraphrasing the artists' own words, but you are making connections to what you have done in class. Look up any mathematical terminology you may not be familiar with; it may lead you to new ideas that interest you. A paper topic that interests you is more fun to read and write!**