AMY BURKE: Okay, I'm going to ask you to revisit now, and revise your conjecture. So, I noticed some students weren't sure what to put down. They weren't sure what idea they even had at the start. So, please don't go back to problem one. Instead, flip your paper, and take another moment. Now that you see this data set, what is the cut size that you believe will maximize the volume?

STUDENT 1: It's twenty-two.

STUDENT 2: What?

STUDENT 1: Twenty-two.

STUDENT 2: -- from both sides.

STUDENT 1: There's twenty-eight -- there's twenty-five.

STUDENT 2: Oh, there's twenty-five. If you get rid of one, it will be twenty-three.

STUDENT 1: Oh.

STUDENT 2: Times seventeen.

STUDENT 1: But it's still wrong.

STUDENT 2: Yeah, I know.

AMY BURKE: Yes sir?

STUDENT 1: I have a question about the cut size for the two-centimeter one, because they put their dimension by twenty-one, nineteen and two. But if we get rid of two for the nineteen side, you would only get fifteen, so wouldn't it be, the volume would be 630 inside?

AMY BURKE: Interesting. So that is for the cut size of two?

STUDENT 1: Two, yeah.

AMY BURKE: I think you have a valid argument there, but I want to allow for our data set to stand as it is, unless folks are recognizing their own. We'll see how that argument might come out later.

STUDENT 1: Okay.

AMY BURKE: Okay, thank you for that.

STUDENT 1: All right.

STUDENT 3: The centimeter one is a lot bigger than ... it has the most volume.

STUDENT 3: And is eleven the maximum cut? Yeah, so the biggest cut here is nine. I don't know.

AMY BURKE: Okay.

STUDENT 3: Yeah, that's the maximum.

AMY BURKE: Okay, so, will you please ...