Math 6e: Homework 7

HW#7 is due November 11; submit to Google Classroom 15 minutes before the class time.

Please write clearly which problem you are solving and show all steps of your solution.

Summary from the classwork

For the next couple of classes, we will focus on geometric constructions with a ruler and compass. Note that the ruler can only be used to draw straight lines between two points, not to measure distances!

When doing these problems, we need to:

A) ***Give a recipe (the construction procedure) for constructing the required figure using only a ruler and compass***

B) ***Analysis. Explain or prove why our recipe gives the correct answer.***

For part A), our recipe can use only the following operations:

- Draw a line through two given points
- Draw a circle with a center at a given point and a given radius
- On the figure, find and label all intersection points of already constructed lines and circles.

For part B), we will frequently use the results below.

Congruence tests for triangles

Recall that, by definition, to check that two triangles are congruent, we need to check that corresponding angles are equal and corresponding sides are equal; thus, we need to check 6 equalities. However, it turns out that, in fact, we can do this with fewer checks.

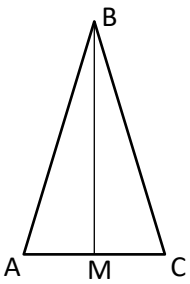
Axiom 1 (SSS Rule). If AB = A'B', BC = B'C' and AC = A'C' then $\Delta ABC \cong \Delta A'B'C'$.

Axiom 2 (Angle-Side-Angle Rule). If $\angle A = \angle A'$, $\angle B = \angle B'$ and AB = A'B', then $\Delta ABC \cong \Delta A'B'C'$.
This rule is commonly referred to as the ASA rule.

Axiom 3 (SAS Rule). If AB = A'B', AC = A'C' and $\angle A = \angle A'$, then $\Delta ABC \cong \Delta A'B'C'$.

Isosceles triangle

Recall that the triangle ΔABC is called isosceles if AB = BC.



Theorem.

1. In an isosceles triangle, base angles are equal: $\angle A = \angle C$.

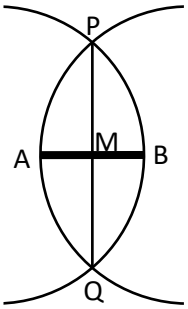
2. In an isosceles triangle, let M be the midpoint of the base AC. Then line BM is also the bisector of angle B and the altitude: BM is perpendicular to AC.

Example: finding the mid-point of the line segment

Problem: Given two points A, B, construct the midpoint M of the segment AB.

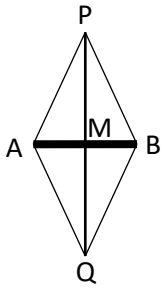
A) Construction procedure:

1. Draw a circle with center at A and radius AB
2. Draw a circle with center at B and radius AB
3. Mark the two intersection points of these circles by P, Q
4. Draw line through points P, Q
5. Mark the intersection point of line PQ with line AB by M. This is the midpoint.



B) Analysis: formal proof, or an explanation

This is a two-step argument. In this figure, triangles ΔAPQ and ΔBPQ are congruent (why?), so the corresponding angles are equal:



From this, we can see that ΔAPM ≅ ΔBPM, so AM = BM.

Important

In the homework, the lengths of the sides of any triangle, hexagon, or other shape are not given.

When you read: "***Given a segment with length a***" this means that you simply take your ruler and, without measuring length, draw a line. Call it line *a*. You still do not know how big it is, but you can "measure it" by opening the compass to its length.

If you need three lines, draw 3 different lines with the straight edge of the ruler somewhere on the page and name them. Use the compass to "measure" them and use these lines in your construction.

Homework questions

All the following construction problems should include:

- The constructed figure and
- A) Construction procedure listing all steps
- B) Explanation (or a formal proof) of why the construction is correct.

1. Repeat the construction of the example problem on the previous page:

   Given two points A and B, construct the midpoint M of the segment AB. After the construction, write the following two parts:
   Include the figure, A) the construction steps, and B) an explanation or a proof of why in your construction, the line PQ will be perpendicular to AB.

2. Given a segment with length *a*, construct an <u>equilateral</u> triangle with side *a*
   Hint: Start by drawing a line segment on the page with a ruler without actually measuring its length. Think of this length as length ***a.*** *Remember, you are only allowed to "measure" length with your compass. Use these for all problems that follow.*

3. Given a segment with length *a*, construct a regular hexagon with side *a.*

4. Given three segments with lengths *a, b, and c*, construct a triangle with sides *a, b, and c.*

5. Construct an isosceles triangle with base *b* and height *h*.

6. *Optional: In the figure, ABCD is a rectangle, and M is the midpoint of BC. Prove that the triangle AMD is isosceles.

