

1.2 - Validity of Conjectures?

In Summary page 17

Key Idea

- Some conjectures initially seem to be valid, but are shown not to be valid after more evidence is gathered.

Need to Know

- The best we can say about a conjecture reached through inductive reasoning is that there is evidence either to support or deny it.
- A conjecture may be revised, based on new evidence.

1.3 - Counterexamples

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Key Ideas

- Once you have found a counterexample to a conjecture, you have disproved the conjecture. This means that the conjecture is invalid.
- You may be able to use a counterexample to help you revise a conjecture.

Need to Know

- A single counterexample is enough to disprove a conjecture.
- Even if you cannot find a counterexample, you cannot be certain that there is not one. Any supporting evidence you develop while searching for a counterexample, however, does increase the likelihood that the conjecture is true.

HOMEWORK...

???

p. 17: #1 & 2
p. 22: #1, 3, 5, 8, 12, 17

1gh

1. Show that each statement is false by finding a counterexample.

g) The sum of two numbers is always greater than the greater of the two numbers.

h) As you travel north, the climate gets colder.

$$g) \quad -4 + (-5) = -9$$

$$-9 < -4$$

h) Southern Hemisphere

Counterexample

12. Amy made the following conjecture: When any number is multiplied by itself, the product will be greater than this starting number. For example, in $2 \cdot 2 = 4$, the product 4 is greater than the starting number 2. Meagan disagreed with Amy's conjecture, however, because $\frac{1}{2} \cdot \frac{1}{2} = \frac{1}{4}$ and $\frac{1}{4}$ is less than $\frac{1}{2}$. How could Amy's conjecture be improved? Explain the change(s) you would make.

Counter
Example

0 to 1

Any integer
Any # greater
than 1

Lesson 2.2 Deductive Reasoning

laporte306

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Inductive Reasoning: Finding Patterns (review)



What I did	What happened...
1) Ate meat	Got

- Mr. Lien studied the outcomes of his bad meat experience.

0:19 / 6:46

CC

Settings

Fullscreen

1.4

Proving Conjectures: Deductive Reasoning

GOAL

Prove mathematical statements using a logical argument.

Every day, you use **deductive thinking** to **deduce** new information.

In this course, you will use this method to deduce the properties of geometric figures and many geometric relationships. For example:

Step A General Statement	And	Step B Particular Statement	Thus	Step C Conclusion
During a game, five players are used on a basketball team.	And	UNB is playing basketball.	Thus	UNB uses five players on the basketball team.
All isosceles triangles have two equal sides.	And	Triangle ABC is isosceles.	Thus	Two sides of Triangle ABC are equal.

In Step A, based on your earlier knowledge (your experience, what you have learned in life) you accept certain general statements to be true. In Step B you are confronted with a particular case that is related to a general statement. Lastly, in Step C, you deduce a conclusion based upon Step A and B.

KEY TERMS...

proof

A mathematical argument showing that a statement is valid in all cases, or that no counterexample exists.

deductive reasoning

Drawing a specific conclusion through logical reasoning by starting with general assumptions that are known to be valid.

generalization

A principle, statement, or idea that has general application.

two-column proof

A presentation of a logical argument involving deductive reasoning in which the statements of the argument are written in one column and the justifications for the statements are written in the other column.

We can often use the **transitive property** in deductive reasoning. According to this property, **if two things are equal to the same thing, then they are equal to one another**. We can express this property mathematically:

$$\text{If } a = b \text{ and } b = c, \text{ then } a = c.$$

Mathematical Proofs

A **proof** is a convincing argument that something is true.

In mathematics, a proof starts with things that are agreed upon, called **postulates** or **axioms**, and then uses logic to reach a conclusion. Conclusions are often reached in geometry by observing data and looking for patterns. As you learned earlier, this type of reasoning is called **inductive reasoning** and the conclusion reached by inductive reasoning is called a **conjecture**.

A proof in geometry consists of a sequence of statements—each supported by a reason—that starts with a given set of premises and leads to a valid conclusion. This type of reasoning is called **deductive reasoning**. Each statement in a proof follows from one or more of the previous statements.

A **reason** (a fact) for a statement can come from the set of given premises or from one of the four types of other premises:

- Definitions
- Postulates
- Properties of algebra, equality or congruence
- Previously proven theorems

Once a conjecture is proved, it is called a **theorem**. As a theorem, it becomes a premise for geometric arguments you can use to prove other conjectures.

LEARN ABOUT the Math

Jon discovered a pattern when adding integers:

$$1 + 2 + 3 + 4 + 5 = 15$$

$$(-15) + (-14) + (-13) + (-12) + (-11) = -65$$

$$(-3) + (-2) + (-1) + 0 + 1 = -5$$

Deductive → use algebra

$$(x-2) + (x-1) + x + (x+1) + (x+2)$$

$5x$

5 times the middle #

He claims that whenever you add five consecutive integers, the sum is always 5 times the median of the numbers.

How can you prove that Jon's conjecture is true for all integers?

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EXAMPLE 1 Connecting conjectures with reasoning

Prove that Jon's conjecture is true for all integers.

Pat's Solution

$$5(3) = 15$$

$$5(-13) = -65$$

$$5(-1) = -5$$

The median is the middle number in a set of integers when the integers are arranged in consecutive order. I observed that Jon's conjecture was true in each of his examples.

$$210 + 211 + 212 + 213 + 214 = 1060$$

$$5(212) = 1060$$

I tried a sample with greater integers, and the conjecture still worked.

Let x represent any integer.

Let S represent the sum of five consecutive integers.

$$S = (x - 2) + (x - 1) + x + (x + 1) + (x + 2)$$

I decided to start my **proof** by representing the sum of five consecutive integers. I chose x as the median and then wrote a **generalization** for the sum.

proof

A mathematical argument showing that a statement is valid in all cases, or that no counterexample exists.

generalization

A principle, statement, or idea that has general application.

$$S = (x + x + x + x + x) + (-2 + (-1) + 0 + 1 + 2)$$

$$S = 5x + 0$$

I simplified by gathering like terms.

$$S = 5x$$

Jon's conjecture is true for all integers.

Since x represents the median of five consecutive integers, $5x$ will always represent the sum.

Reflecting

- A. What type of reasoning did Jon use to make his conjecture?
- B. Pat used **deductive reasoning** to prove Jon's conjecture. How does this differ from the type of reasoning that Jon used?

deductive reasoning

Drawing a specific conclusion through logical reasoning by starting with general assumptions that are known to be valid.

Answers

- A. Jon used inductive reasoning to make his conjecture. He analyzed a pattern he noticed and developed a conjecture about this pattern.
- B. Pat's reasoning differed from Jon's because she represented any five consecutive integers with variables, not with specific sets of five consecutive integers as Jon did. Because Pat's deductive reasoning showed that the conjecture was true for any five consecutive integers, she proved that the conjecture was true for all cases. Jon was only able to say that the conjecture was true for the specific sets of consecutive integers that he sampled.

APPLY the Math p. 28

EXAMPLE 2

Using deductive reasoning to generalize a conjecture

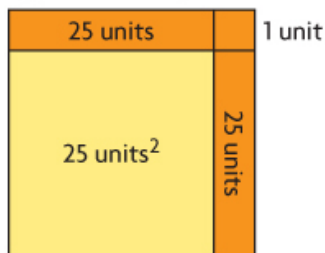
In Lesson 1.3, page 19, Luke found more support for Steffan's conjecture from Lesson 1.1, page 9—that the difference between consecutive perfect squares is always an odd number.

Determine the general case to prove Steffan's conjecture.

Gord's Solution

[Back to previous lesson...](#)

The difference between consecutive perfect squares is always an odd number.



$$26^2 - 25^2 = 2(25) + 1$$

$$26^2 - 25^2 = 51$$

Steffan's conjecture has worked for consecutive perfect squares with sides of 1 to 7 units.

I tried a sample using even greater squares: 26^2 and 25^2 .

The difference is the two sets of 25 unit tiles, plus a single unit tile.

Let x be any natural number.

Let D be the difference between consecutive perfect squares.

$$D = (x + 1)^2 - x^2$$

$$D = x^2 + x + x + 1 - x^2$$

$$D = x^2 + 2x + 1 - x^2$$

$$D = 2x + 1$$

Since the conjecture has been supported with specific examples, I decided to express the conjecture as a general statement. I chose x to be the length of the smaller square's sides. The larger square's sides would then be $x + 1$.

I expanded and simplified my expression. Since x represents any natural number, $2x$ is an even number, and $2x + 1$ is an odd number.

Steffan's conjecture, that the difference of consecutive perfect squares is always an odd number, has been proved for all natural numbers.

Difference between consecutive perfect squares will always be odd

Inductively

$$10^2 - 9^2 = 19$$

$$5^2 - 4^2 = 9$$

$$2^2 - 1^2 = 3$$

NOTE

$$2x \rightarrow \text{even}$$

$$2x + 1 \rightarrow \text{odd}$$

$$2x - 1 \rightarrow \text{odd}$$

vs Deductively

$$x^2 - (x-1)^2$$

$$x^2 - (x^2 - 2x + 1)$$

$$\cancel{x^2} - \cancel{x^2} + 2x - 1$$

$$(2x - 1)$$

↑
even - 1 } odd

Squaring A Binomial

3 Step Rule $(x-1)^2$ Expand

$$(x^2 - 2x + 1)$$

$$(x-1)(x-1)$$

$$x^2 - x - x + 1$$

$$(x^2 - 2x + 1)$$

- ① (1st)²
- ② 1st x 2nd x 2
- ③ (2nd)²

Ex $\Rightarrow (3x-5)^2$

$$9x^2 - 30x + 25$$

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EXAMPLE 3

Using deductive reasoning to make a valid conclusion

All dogs are mammals. All mammals are vertebrates. Shaggy is a dog.

$a = b$ and $b = c$ so $a = c$
What can be deduced about Shaggy?



Oscar's Solution

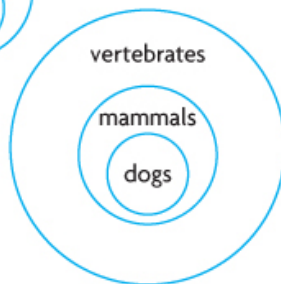
Shaggy is a dog.

All dogs are mammals.



These statements are given. I represented them using a Venn diagram.

All mammals are vertebrates.



This statement is given. I modified my diagram.

Therefore, through deductive reasoning, Shaggy is a mammal and a vertebrate.

Transitive Property...
 $a = b$ AND $b = c$ therefore, $a = c$

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EXAMPLE 5

Communicating reasoning about a divisibility rule

The following rule can be used to determine whether a number is divisible by 3:

Add the digits, and determine if the sum is divisible by 3. If the sum is divisible by 3, then the original number is divisible by 3.

Use deductive reasoning to prove that the divisibility rule for 3 is valid for two-digit numbers.

Lee's Solution

	Sum	$\div 3$
63	9	Yes
97	16	No
39	12	Yes
147	12	Yes

Expanded Number Forms		
Number	Expanded Form (Words)	Expanded Form (Numbers)
9	9 ones	9(1)
27	2 tens and 7 ones	2(10) + 7(1)
729	7 hundreds and 2 tens and 9 ones	7(100) + 2(10) + 9(1)
ab	a tens and b ones	$a(10) + b(1)$

Let ab represent any two-digit number.

$$ab = 10a + b$$

$$ab = (9a + 1a) + b$$

$$ab = 9a + (a + b)$$

The number ab is divisible by 3 only when $(a + b)$ is divisible by 3.

The divisibility rule has been proved for two-digit numbers.

I let ab represent any two-digit number.

Since any number can be written in expanded form, I wrote ab in expanded form.

I decomposed $10a$ into an equivalent sum. I used $9a$ because I knew that $9a$ is divisible by 3, since 3 is a factor of 9.

From this equivalent expression, I concluded that ab is divisible by 3 only when both $9a$ and $(a + b)$ are divisible by 3. I knew that $9a$ is always divisible by 3, so I concluded that ab is divisible by 3 only when $(a + b)$ is divisible by 3.

NOTE

2 digit # \rightarrow $10a + b$

3 digit # \rightarrow $100a + 10b + c$

} a, b, c are digits

Proof \rightarrow Divisibility Rule for 3

2 digit # $10a + b$ sum

$9a + a + b$

$\div 3$ $\div 3$ then
Number
is $\div 3$

3 digit #

$100a + 10b + c$

$99a + a + 9b + b + c$

$99a + 9b + a + b + c$

$\div 3$ sum $\div 3$

In Summary p. 31**Key Idea**

- Deductive reasoning involves starting with general assumptions that are known to be true and, through logical reasoning, arriving at a specific conclusion.

Need to Know

- A conjecture has been proved only when it has been shown to be true for every possible case or example. This is accomplished by creating a proof that involves general cases.
- When you apply the principles of deductive reasoning correctly, you can be sure that the conclusion you draw is valid.
- The transitive property is often useful in deductive reasoning. It can be stated as follows: Things that are equal to the same thing are equal to each other. If $a = b$ and $b = c$, then $a = c$.
- A demonstration using an example is *not* a proof.

HOMEWORK...

p. 31: #1, 2
#4, 5
#7, 8
#10, 11
#15, 17