

Algebra 1 5.2

*6th grade standard

Solve linear inequalities by using multiplication*

Solve linear inequalities by using division*

* multiplication property of (in)equality

* division property of (in)equality

triangle puzzles (if time)

$$\begin{array}{l} 2x > 8 \\ \hline 2 \quad 2 \\ \hline x > 4 \end{array}$$

Mult by positive #

$$5 > 3$$

$$-2 < 0$$

Is it still true?

$$2 \cdot 5 > 3 \cdot 2$$

$$10 > 6$$

$$-2 \cdot 3 > -5 \cdot -2$$

$$-6 < 10$$

$$3 \cdot 5 < 8 \cdot 3$$

$$15 < 24$$

$$\frac{8}{-2} > \frac{4}{-2}$$

$$-4 < -2$$

But....Mult by negative #

$$5 > 3$$

$$-2 < 0$$

Is it still true?

What must happen to make it work?

p292

These examples demonstrate the **Multiplication Property of Inequalities**.

KeyConcept Multiplication Property of Inequalities		
Words	Symbols	Examples
If both sides of an inequality that is true are multiplied by a positive number, the resulting inequality is also true.	For any real numbers a and b and any positive real number c , if $a > b$, then $ac > bc$. And, if $a < b$, then $ac < bc$.	$6 > 3.5$ $6(2) > 3.5(2)$ $12 > 7$ and $2.1 < 5$ $2.1(0.5) < 5(0.5)$ $1.05 < 2.5$
If both sides of an inequality that is true are multiplied by a negative number, the direction of the inequality sign is reversed to make the resulting inequality also true.	For any real numbers a and b and any negative real number c , if $a > b$, then $ac < bc$. And, if $a < b$, then $ac > bc$.	$7 > 4.5$ $7(-3) < 4.5(-3)$ $-21 < -13.5$ and $3.1 < 5.2$ $3.1(-4) > 5.2(-4)$ $-12.4 > -20.8$

The DIGITS get bigger as you move away from zero in either direction.

BUT:

Move to the right, the values *increase*.

Move to the left, the values *decrease*.

$$\frac{1}{5}m \geq -3$$

$$m \geq -15$$

$$\frac{3}{8}t < 5$$

$$\frac{3}{8}t < 5$$
$$t < \frac{40}{3}$$
$$t < 13.\bar{3}$$

Example 2 Solve by Multiplying

Solve $-\frac{3}{7}r < 21$. Graph the solution on a number line.

$$-\frac{7}{3} \cdot -\frac{3}{7}r < \frac{7}{1} \cdot \frac{21}{1}$$
$$\frac{21}{21}r < 147$$
$$|r > -49$$

whiteboards

$$2A. -\frac{n}{6} \leq 8$$

$$2B. -\frac{4}{3}p > -10$$

$$-\frac{6}{1} \cdot -\frac{1}{6} n \leq 8 \cdot \quad -\frac{3}{4} \cdot -\frac{4}{3} p > -10 \cdot -\frac{3}{4}$$

$$n \geq -48$$

$$p < \frac{15}{2}$$

Divide by positive

$$6 > 2$$

$$-40 < 10$$

Is it still true?

$$\frac{6}{2} > \frac{2}{2}$$

$$\frac{6}{-2} > \frac{2}{-2}$$

$$3 > 1$$

$$-3 < -1$$

Divide by negative

$$12 > 6$$

$$-4 < 20$$

Is it still true?

What do we need to do for it to work?

These examples demonstrate the **Division Property of Inequalities**.

KeyConcept Division Property of Inequalities		
	Symbols	Examples
<p>If both sides of a true inequality are divided by a positive number, the resulting inequality is also true.</p>	<p>For any real numbers a and b and any positive real number c, if $a > b$, then $\frac{a}{c} > \frac{b}{c}$.</p> <p>And, if $a < b$, then $\frac{a}{c} < \frac{b}{c}$.</p>	<p>$4.5 > 2.1$ $1.5 < 5$</p> <p>$\frac{4.5}{3} > \frac{2.1}{3}$ and $\frac{1.5}{0.5} < \frac{5}{0.5}$</p> <p>$1.5 > 0.7$ $3 < 10$</p>
<p>If both sides of a true inequality are divided by a negative number, the direction of the inequality sign is reversed to make the resulting inequality also true.</p>	<p>For any real numbers a and b, and any negative real number c, if $a > b$, then $\frac{a}{c} < \frac{b}{c}$.</p> <p>And, if $a < b$, then $\frac{a}{c} > \frac{b}{c}$.</p>	<p>$6 > 2.4$ $-1.8 < 3.6$</p> <p>$\frac{6}{-6} < \frac{2.4}{-6}$ and $\frac{-1.8}{-9} < \frac{3.6}{-9}$</p> <p>$-1 < -0.4$ $0.2 > -0.4$</p>

Same same...

Example 3 Divide to Solve an Inequality

Solve each inequality. Graph the solution on a number line.

$$\textcircled{a} \quad 60t > 8$$
$$t > \frac{2}{15}$$

$$\frac{15t}{15} > \frac{-30}{15}$$
$$t > -2$$

$$\text{b.} \quad -7d \leq 147$$

$$\frac{-7d}{-7} \leq \frac{147}{-7}$$

$$d \geq -21$$

$$\leq \quad \geq$$

► **Guided**Practice

3A. $8p \leq 58$

3B. $-42 \geq 6r$

3C. $-12h > 15$

3D. $-\frac{1}{2}n \leq 6$

Triangle puzzle



 **Real-World Example 1** Write and Solve an Inequality

SURVEYS Of the students surveyed at Madison High School, fewer than eighty-four said they have never purchased an item online. This is about one eighth of those surveyed. How many students were surveyed?