

Mathematics Of Doing, Understand, Learning, and Educating Secondary Schools

MODULE(S^2): Algebra for Secondary Mathematics Teaching

Adapted for MODULE(S^2)

Version Spring 2018



This work is licensed under a Creative Commons Attribution-ShareAlike 3.0 Unported License.

The Mathematics Of Doing, Understand, Learning, and Educating Secondary Schools (MODULE(S^2)) project is partially supported by funding from a collaborative grant of the National Science Foundation under Grant Nos. DUE-1726707, 1726804, 1726252, 1726723, 1726744, and 1726098. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the National Science Foundation.

Todo list

Contents

I	Introduction to Fields	1
1	Fields and Other Algebraic Structures	1
1.1	More on Identities and Inverses	3
1.2	Ordered Fields	5
1.3	Other Fields	6
1.3.1	$\mathbb{Q}(\sqrt{n})$	6
1.3.2	$\mathbb{Q}[x]$	6
1.3.3	Finite Fields	6
1.4	The Archimedean Property and Completeness	6
1.4.1	What are the real numbers, really?	6
II	Constructible Numbers	6
1.5	Constructible Lengths	6
1.6	Quadratic Extensions	6
III	Three Famous Problems	6
1.7	Doubling the Cube	6
1.8	Trisecting an Angle	6
1.9	Squaring a Circle	6

Part I

Introduction to Fields

1 Fields and Other Algebraic Structures

In this section we will begin our study of fields. You've already encountered fields in your mathematical studies: the set of rational numbers \mathbb{Q} and the set of real numbers \mathbb{R} are fields, as is the set of complex numbers \mathbb{C} . The sets \mathbb{Q} , \mathbb{R} and \mathbb{C} are different in many ways, but here we will focus on the ways in which they are similar.

We will also see that there are fields that are different from these three in some very important ways, but again, our goal for now is to understand the source of their similarities. The number systems that we use on a daily basis are both very familiar and very strange. We can all recite facts about arithmetic or the steps for solving a simple equation without much thought, but students have a knack for asking "Why?" at just the right time. The goal of this section is to explore the foundations of the number systems we typically use for solving equations. This exploration will allow us to provide well grounded, thorough, and pedagogically appropriate justifications for the steps we use in algebra every day to solve equations. But it will also allow us to explore exciting extensions of our ordinary mathematical practices and allow us to connect equation solving to geometry in an intriguing way.

To begin, consider the equation

$$3x + 8 = 14.$$

It's not hard to see that the solution to this equation is $x = 2$: $3(2) + 8 = 14$. Let's us solve this equation step-by-step, justifying each step along the way. First we will subtract 8 from both sides:

$$(3x + 8) - 8 = 14 - 8.$$

(Note that we could also view this as adding -8 to both sides. The number -8 is known as the additive inverse of 8.) Applying the associative law on the left-hand side gives

$$3x + (8 - 8) = 6.$$

We know that $8 - 8 = 0$ so we have

$$3x + 0 = 6.$$

The number 0 is an additive identity. That means adding 0 returns the value we added it to. So we have

$$3x = 6.$$

We now multiply each side by $1/3$ to obtain

$$\frac{1}{3}(3x) = \frac{1}{3} \cdot 6.$$

Multiplication is associative, so we can write this as

$$\left(\frac{1}{3} \cdot 3\right)x = 2.$$

The number $1/3$ is the multiplicative inverse of 3, meaning that $\frac{1}{3} \cdot 3$ is equal to the multiplicative identity; that is, $\frac{1}{3} \cdot 3 = 1$. Thus we have

$$1x = 2.$$

The number 1 is the multiplicative identity meaning that $1x = x$. So we conclude that

$$x = 2.$$

Let us analyze this situation more carefully. First note that the equation $3x + 8 = 14$ uses two operations, called addition and multiplication. (Subtraction can always be defined in terms of addition, and division can be defined in terms of multiplication.) We used some familiar properties of addition and multiplication such as associativity of addition and multiplication.

Above we multiplied by $1/3$ at point in the solution. Since $1/3$ is a rational number, we say that we solved this equation “over the rationals.” But, notice that in this example we didn’t really need to do this. Next we give a solution to the equation $3x + 8 = 14$ “over the integers.” We begin the same way:

$$\begin{aligned} 3x + 8 &= 14 \\ (3x + 8) - 8 &= 14 - 8 \\ 3x + (8 - 8) &= 6 \\ 3x + 0 &= 6 \\ 3x &= 6. \end{aligned}$$

Next we observe that $6 = 3(2)$ so we have

$$3x = 3(2).$$

One can prove that in the integers that if a , b , and c are integers and $ab = ac$ then $b = c$. Using just that fact, we can conclude that

$$x = 2.$$

- Prove that if a , b , and c are integers and $ab = ac$ then $b = c$. Remember - division is not allowed, we want to do this proof entirely in the integers.
- Can you solve the equation $3x + 8 = 14$ over the natural numbers? (Here you’re not allowed to use additive inverses!)

The equation $3x + 8 = 14$ can be solved over the rationals, integers, or natural numbers, but notice that the equation $3x + 8 = 10$ cannot be solved over the integers or natural numbers. The solution $x = 2/3$ is a rational number and is not a natural number or integer. Notice that so long as a , b and c are always rational numbers, $ax + b = c$ will always have a rational solution. The same goes for equations with real or complex coefficients. On the other hand, if a , b , and c are integers, that does not guarantee that $ax + b = c$ will have an integer solution. We want to determine all of the properties necessary on a set of numbers for an equation such as $ax + b = c$ to always have a solution in that set. That is, we want to figure out what makes a set of numbers like \mathbb{Q} , \mathbb{R} and \mathbb{C} in this regard. We will call such a set of numbers a field.

We begin with some terminology.

We call 0 an additive identity because for any number n , $n + 0 = 0 + n = n$. The number 0 is also an additive identity in the set of complex numbers, although more formally it is $0 + 0i$. A corresponding notion for multiplication exists - the multiplicative identity.

- Consider the collection of all 2×2 matrices whose entries are real numbers. Write down the additive identity of this set.
- How would you define the general notion of a multiplicative identity? What is a multiplicative identity in \mathbb{Q} ?
- Is there a multiplicative identity for the set of all 2×2 matrices with real entries?

Once we have a notion of an additive identity, we can define the notion of an additive inverse. We say that a number b is an additive inverse of a number a if and only if $a + b = b + a = 0$.

How would you define the notion of a multiplicative inverse? Give an example of a number a and its multiplicative inverse b .

A **field** \mathbb{F} is a collection of mathematical objects (possibly numbers, matrices, functions, etc.) with two operations, called addition (+) and multiplication (\cdot), in which we can always solve an equation of the form

$$ax + b = c$$

where $a, b, c \in \mathbb{F}$ and $a \neq 0$. The properties we need to make this happen are given in the following definition.

Definition 1.1. A field \mathbb{F} is a nonempty set together with two operations addition $+$ and multiplication \cdot which satisfy the following properties, called the field axioms:

1. If $a, b \in \mathbb{F}$, there is a unique $a + b \in \mathbb{F}$.
2. Addition is associative. That is, if $a, b, c \in \mathbb{F}$, then

$$(a + b) + c = a + (b + c).$$

3. Addition is commutative. That is, if $a, b \in \mathbb{F}$, then

$$a + b = b + a.$$

4. There is an additive identity in \mathbb{F} .
5. If $a \in \mathbb{F}$, then a has an additive inverse in \mathbb{F} .
6. If $a, b \in \mathbb{F}$, then there is a unique $a \cdot b \in \mathbb{F}$.
7. Multiplication is associative.
8. Multiplication is commutative.
9. There is a multiplicative identity in \mathbb{F} .
10. If $a \in \mathbb{F}$ and $a \neq 0$, then there is a multiplicative inverse of a in \mathbb{F} .
11. Multiplication distributes over addition. That is, if $a, b, c \in \mathbb{F}$, then

$$a \cdot (b + c) = a \cdot b + a \cdot c.$$

12. The additive identity does not equal the multiplicative identity.

Of course, you have seen fields before: the rational numbers \mathbb{Q} and the real numbers \mathbb{R} are both fields under their usual operations of addition and multiplication. In fact, \mathbb{Q} is a subfield of \mathbb{R} .

More on Identities and Inverses

We all know that in the rational numbers there is only one additive identity: the number 0. But could it be that there is a field with more than one additive identity? We have the following proposition:

Proposition 1.2. *In any field \mathbb{F} , then additive identity is unique.*

Proof. Suppose that we have additive identities 0 and z in \mathbb{F} . Since 0 is an additive identity, we know that

$$0 + z = z.$$

But since z is also an additive identity, we also know that

$$0 + z = 0.$$

So, we have that

$$z = 0 + z = 0.$$

This proves that the additive identity in any field is unique. □

There are a couple of observations to make about this proof. First, a good general strategy for proving that something is unique is to assume that there are two of them and then prove that they are equal. If needed, you can also assume that your two proposed objects are not equal and derive a contradiction, but notice that we did not need to do that in the proof above. Second, observe that besides using the definition of an additive identity, the only other property we used to prove the proposition above is that addition is commutative.

Since the additive identity in any field is unique, we will almost always use the usual symbol 0 to represent it, unless we have reason not to.

Use the proof above as a model to show that in any field the multiplicative identity is unique.

Similarly, since the multiplicative identity in any field is unique, we will almost always use the usual symbol 1 to represent it.

There is a similar fact to observe with respect to additive and multiplicative inverses. For example, there is only one rational number whose sum with $-\frac{1}{2}$ is 0, namely $\frac{1}{2}$. Similarly, there is only one rational number whose product with $-\frac{1}{2}$ is 1, namely -2 . Above you may have noticed that we said “an additive inverse” instead of “the additive inverse,” and “a multiplicative inverse” instead of “the multiplicative inverse.” We didn’t want to suggest that they are unique, and were hoping that a reader might notice our strange locution and question it. But now we are at a point where we are happy to admit that additive and multiplicative inverses are, in a sense, unique:

Proposition 1.3. *If \mathbb{F} is a field and $a \in \mathbb{F}$, then its additive inverse is unique to it.*

Proof. Suppose that \mathbb{F} is a field and that $a \in \mathbb{F}$. We want to prove that there is only one element $b \in \mathbb{F}$ so that

$$a + b = b + a = 0.$$

To this end, suppose that there are two such elements $b, c \in \mathbb{F}$. Then we have both:

$$a + b = b + a = 0$$

$$a + c = c + a = 0$$

Consider the sum $b + a + c$. On one hand we have

$$b + a + c = (b + a) + c = 0 + c = c.$$

On the other hand we have

$$b + a + c = b + (a + c) = b + 0 = b.$$

Thus we conclude that $c = b$ and that every element in a field has a unique additive inverse. □

If b is the additive inverse of a we write $b = -a$. Note that $-a$ may be positive or negative. For example, the additive inverse of 4 is -4 , but the additive inverse of -5 is 5. This brings up an important point. When people see “ $-a$ ” it is common to read it as “minus a ,” or “negative a .” The least common thing for people to say is “the additive inverse of a .” But, that’s what we want you to do because it really helps to keep things straight as, for example, in the following proposition.

Proposition 1.4. *Suppose $a, b \in \mathbb{F}$. Then*

$$(a) \quad -(-a) = a$$

$$(b) \quad -a = (-1)a$$

$$(c) \quad -(a + b) = (-a) + (-b)$$

$$(d) \quad -(a \cdot b) = (-a) \cdot b = a \cdot (-b).$$

Proof. The proof of item (a) is really an exercise in understanding the definition of the additive inverse. The expression $-a$ means “the additive inverse of a .” So the expression “ $-(-a)$ ” means the additive inverse of $-a$. What is the additive inverse of $-a$? It’s a of course. That’s because

$$a + (-a) = (-a) + a = 0.$$

To prove (b), we want so that $(-1)a$ is the additive inverse of a . How would we do that? Well, we must show that

$$a + (-1)a = 0.$$

Here it goes:

$$\begin{aligned} a + (-1)a &= 1a + (-1)a \\ &= (1 + (-1))a \\ &= 0 \cdot a \\ &= 0 \end{aligned}$$

Thus $a + (-1)a = 0$. Since addition is commutative we know that $a + (-1)a = (-1)a + a = 0$. So $(-1)a$ fits the definition of an additive inverse of a . Since additive inverses are unique we conclude that $(-1)a = -a$. The proofs of parts (c) and (d) are left as exercises. \square

Notice that in the proof above we had a nice, if slightly tricky, application of the distributive property. That trick is really helpful. Here's another application of it.

Proposition 1.5. *If $a \in \mathbb{F}$, then $a \cdot 0 = 0 \cdot a = 0$.*

Proof. We have

$$\begin{aligned} a &= a \cdot 1 \\ &= a \cdot (1 + 0) \\ &= a \cdot 1 + a \cdot 0 \\ &= a + a \cdot 0. \end{aligned}$$

Thus, $a = a + a \cdot 0$. Now add $-a$ to both sides:

$$\begin{aligned} (-a) + a &= (-a) + (a + a \cdot 0) \\ 0 &= (-a + a) + a \cdot 0 \\ 0 &= 0 + a \cdot 0 \\ 0 &= a \cdot 0 \end{aligned}$$

\square

In the proof above we only used field axioms, but did not identify which ones we used as we went along. For each step in the proof above, identify the field axioms that justify the step.

Ordered Fields

Definition 1.6. Suppose that \mathbb{F} is an ordered field. An element $a \in \mathbb{F}$ is positive if $0 < a$ and a is negative if $a < 0$.

Proposition 1.7. *Suppose that \mathbb{F} is an ordered field. Then*

1. $x \in \mathbb{F}$ is positive if and only if $-x$ is negative.
2. If $x, y \in \mathbb{F}$, then $x + y$ and xy are positive.
3. If $x \neq 0$, then x^2 is positive.
4. 1 is positive.

Corollary 1.8. *If x and y are positive, then $\frac{x}{y}$ and $\frac{y}{x}$ are positive.*

Corollary 1.9. \mathbb{C} is not an ordered field.

Proposition 1.10. *In an ordered field, if x is positive then nx is positive for all n .*

TODO: Somewhere above introduce integral elements.

Proposition 1.11. *In an ordered field, if x is positive then $1/x$ is positive.*

Proposition 1.12. *In an ordered field*

- (a) *the product of a positive element and a negative element is negative.*
- (b) *the product of a negative element and a negative element is positive.*

Proposition 1.13. *Suppose that \mathbb{F} is an ordered field. Then for all $a, b \in \mathbb{F}$*

- (a) *If $a < b$ and $c > 0$, then $ac < bc$.*
- (b) *If $a < b$ and $c < 0$, then $ac > bc$.*

Other Fields

$$\mathbb{Q}(\sqrt{n})$$

$$\mathbb{Q}[x]$$

FINITE FIELDS

The Archimedean Property and Completeness

WHAT ARE THE REAL NUMBERS, REALLY?

Part II

Constructible Numbers

Constructible Lengths

Quadratic Extensions

Part III

Three Famous Problems

Doubling the Cube

Trisecting an Angle

Squaring a Circle