*Friday, January 13 is the last day Ms. Hansen will accept any late/missing/extra credit work. This includes test/quiz make ups or retakes.

Questions on 5.1 HW?

Dec 10-3:22 PM

SM3H - Module 5 SE.pdf - Adobe Acrobat Reader DC

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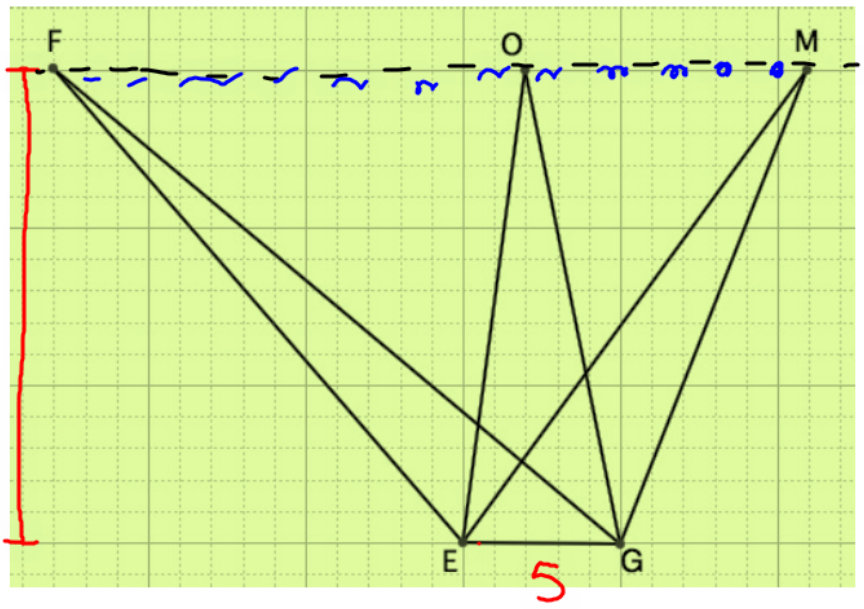
Home Tools SM3H - Module 5 ... 7 / 48 125%

19. Calculate the areas of $\Delta EFG, \Delta EOG, and\ \Delta EMG$. Justify your answers.

Area:

$\frac{1}{2} \cdot 15 \cdot 5$

15



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Jan 12-1:13 PM

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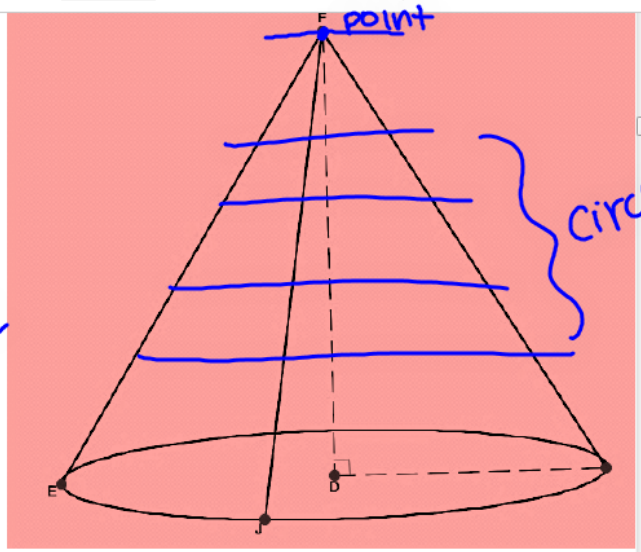
Topic: Cross sections of a cone

Consider the intersection of a plane and a cone.

12. If the plane were parallel to the base of the cone, what would be the shape of cross-section?
Can you think of 2 possibilities? Explain.

point & circle



13. If the plane intersected the cone on a slant, so that it intersected segment EF and circle D, what would be the shape of the cross-section?

line

14. Describe how the plane would need to intersect the cone in order to get a cross-section that is a triangle. Would the triangle be scalene, isosceles, or equilateral? Explain.

8.50 x 11.00 in

Jan 12-1:18 PM

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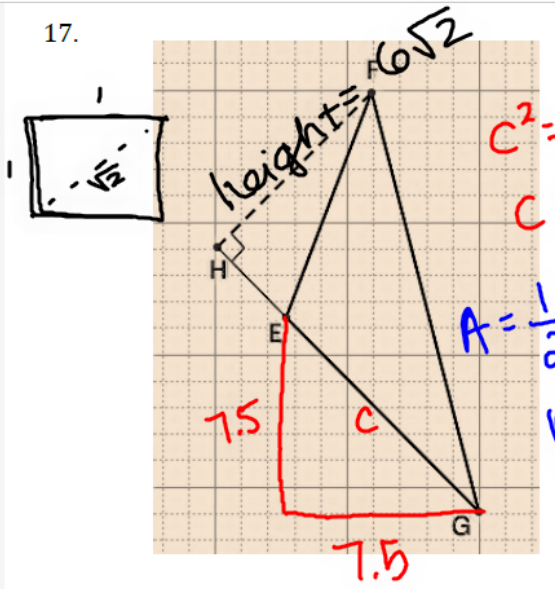
17.



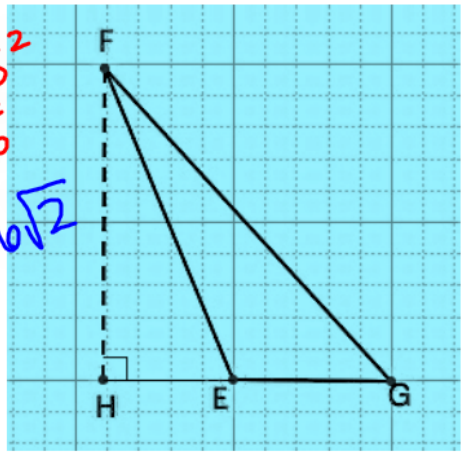
$C^2 = 7.5^2 + 7.5^2$

$C = \sqrt{112.5}$

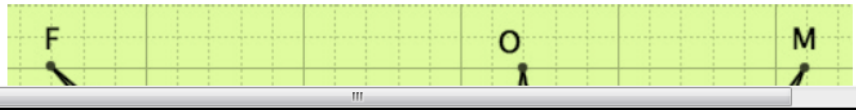
$A = \frac{1}{2} \cdot \sqrt{112.5} \cdot 6\sqrt{2}$

$A =$

18.



19. Calculate the areas of $\Delta EFG, \Delta EOG, and\ \Delta EMG$. Justify your answers.



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Jan 12-1:21 PM

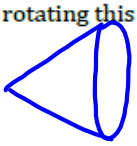
5.2 Any Way You Spin It

A Develop Understanding Task

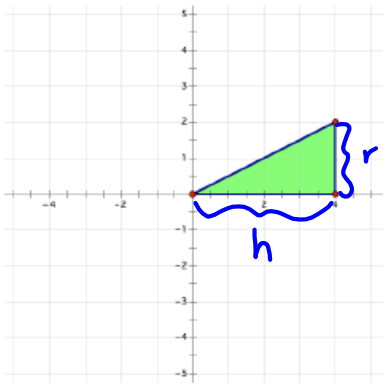
Perhaps you have used a pottery wheel or a wood lathe. (A lathe is a machine that is used to shape a piece of wood by rotating it rapidly on its axis while a fixed tool is pressed against it. Table legs and wooden pedestals are carved on a wood lathe). You might have played with a spinning top or watched a figure skater spin so rapidly she looked like a solid blur. The clay bowl, the table leg, the rotating top and the spinning skater—each of these can be modeled as **solids of revolution**—*a three dimensional object formed by spinning a two dimensional figure about an axis.*

Suppose the right triangle shown below is rotating rapidly about the *x*-axis. Like the spinning skater, a solid image would be formed by the blur of the rotating triangle.

1. Draw and describe the solid of revolution formed by rotating this triangle about the *x*-axis.



cone



2. Find the volume of the solid formed.

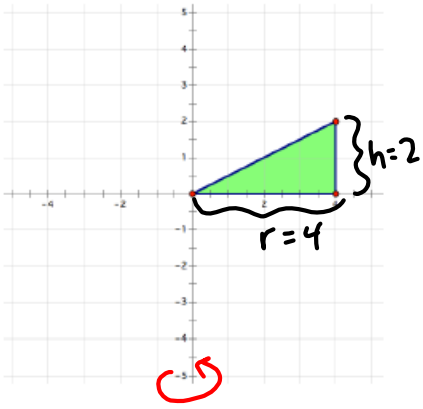
$V = \frac{1}{3}\pi r^2 h$

$V = \frac{1}{3}\pi(2)^2(4)$

$V = \frac{16}{3}\pi \approx 16.8 \text{ units}^3$

3. What would this figure look like if the triangle rotates rapidly about the *y*-axis? Draw and describe the solid of revolution formed by rotating this triangle about the *y*-axis.

cylinder w/a cone missing



4. Find the volume of the solid formed.

Total Volume: vol. cylinder − vol. cone

$V = \pi r^2 h - \frac{1}{3}\pi r^2 h$

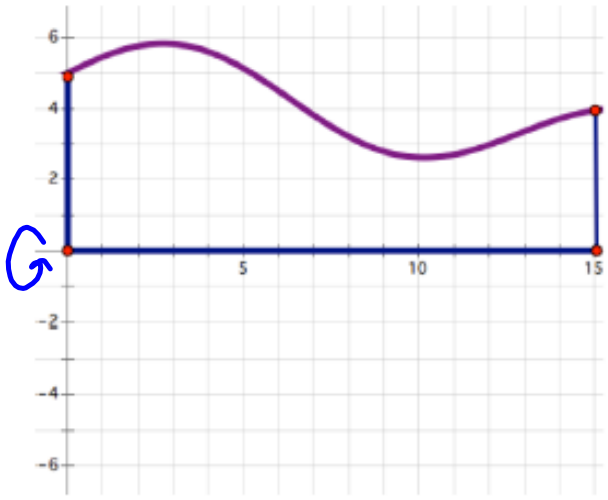
or $V = \frac{2}{3}\pi r^2 h$

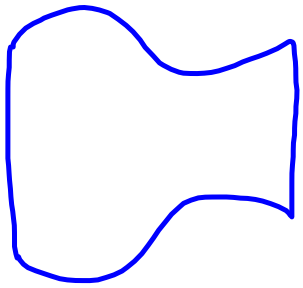
$V = \frac{2}{3}\pi(4)^2(2)$

$V = \frac{64}{3}\pi \approx 67.02 \text{ units}^3$

Jan 9-1:41 PM

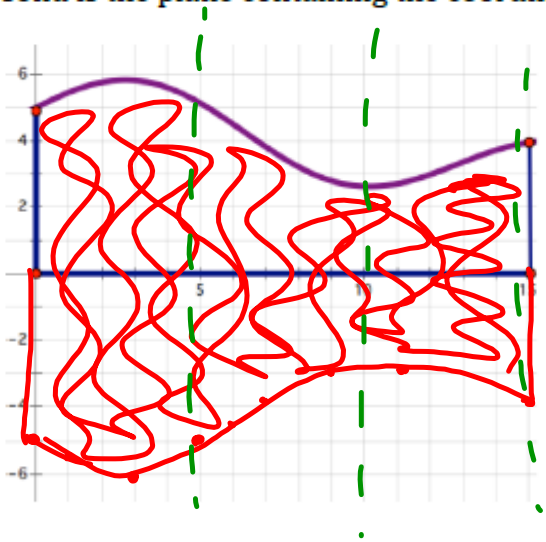
5. What about the following two-dimensional figure? Draw and describe the solid of revolution formed by rotating this figure about the x-axis.





sideways vase / carafe

6. Draw a cross section of the solid of revolution formed by this figure if the plane cutting the solid is the plane containing the coordinate axes.



7. Draw some cross sections of the solid of revolution formed by the figure above if the planes cutting the solid are perpendicular to the plane containing the coordinate axes. Draw the cross sections when the intersecting planes are located at $x = 5$, $x = 10$ and $x = 15$.

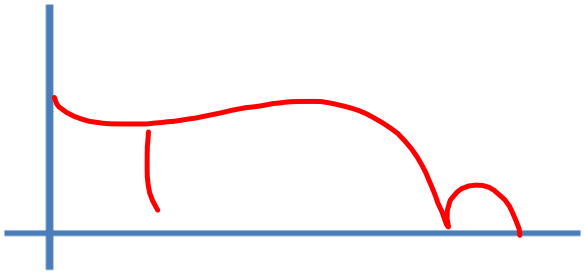
X=5

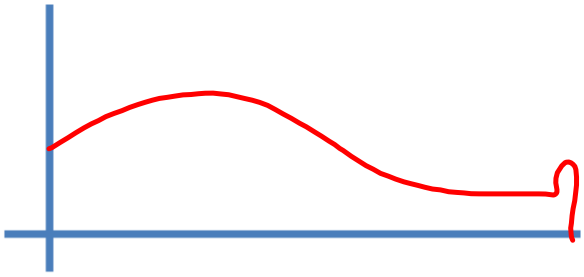
X=10

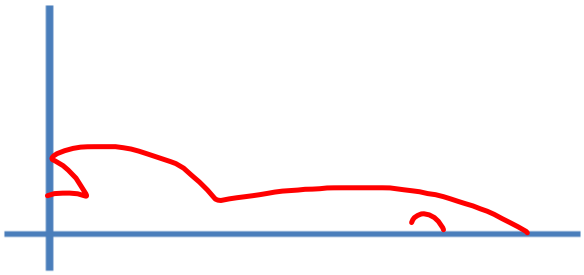
X=15

So, why are we interested in solids that don't really exist—after all, they are nothing more than a blur that forms an image of a solid in our imagination. Solids of revolution are used to create mathematical models of real solids by describing the solid in terms of the two-dimensional shape that generates it.

8. For each of the following solids, draw the two-dimensional shape that would be revolved about the x-axis to generate it.

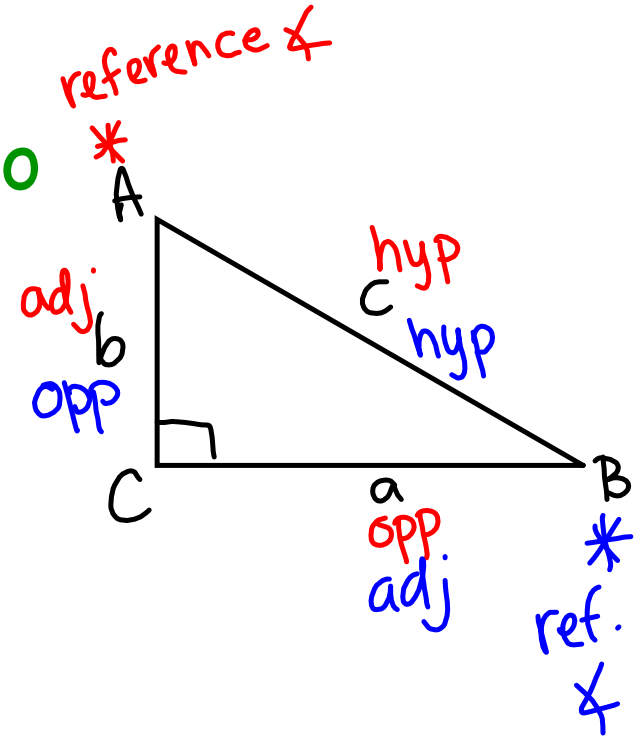






Homework/Classwork

5.2 Ready, Set, Go

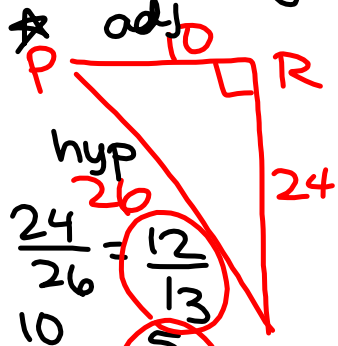


SOH $\sin\theta = \frac{opp}{hyp}$

CAH $\cos\theta = \frac{adj}{hyp}$

TOA $\tan\theta = \frac{opp}{adj}$

(1)



$\sin P = \frac{24}{26} = \frac{12}{13}$

$\cos P = \frac{10}{26} = \frac{5}{13}$

$\tan P = \frac{24}{10} = \frac{12}{5}$