

# Chapter 3 section 4

## 3.4 | The Chain Rule

Suppose you are asked to differentiate the function

$$F(x) = \sqrt{x^2 + 1}$$

The differentiation formulas you learned in the previous sections of this chapter do not enable you to calculate  $F'(x)$ .

Observe that  $F$  is a composite function. In fact, if we let  $y = f(u) = \sqrt{u}$  and let  $u = g(x) = x^2 + 1$ , then we can write  $y = F(x) = f(g(x))$ , that is,  $F = f \circ g$ . We know how to differentiate both  $f$  and  $g$ , so it would be useful to have a rule that tells us how to find the derivative of  $F = f \circ g$  in terms of the derivatives of  $f$  and  $g$ .

### ■ The Chain Rule

It turns out that the derivative of the composite function  $f \circ g$  is the product of the derivatives of  $f$  and  $g$ . This fact is one of the most important of the differentiation rules and is called the *Chain Rule*. It seems plausible if we interpret derivatives as rates of change. Regard  $du/dx$  as the rate of change of  $u$  with respect to  $x$ ,  $dy/du$  as the rate of change of  $y$  with respect to  $u$ , and  $dy/dx$  as the rate of change of  $y$  with respect to  $x$ . If  $u$  changes twice as fast as  $x$  and  $y$  changes three times as fast as  $u$ , then it seems reasonable that  $y$  changes six times as fast as  $x$ , and so we expect that  $dy/dx$  is the product of  $dy/du$  and  $du/dx$ .

**The Chain Rule** If  $g$  is differentiable at  $x$  and  $f$  is differentiable at  $g(x)$ , then the composite function  $F = f \circ g$  defined by  $F(x) = f(g(x))$  is differentiable at  $x$  and  $F'$  is given by the product

$$\boxed{1} \quad F'(x) = f'(g(x)) \cdot g'(x)$$

In Leibniz notation, if  $y = f(u)$  and  $u = g(x)$  are both differentiable functions, then

$$\boxed{2} \quad \frac{dy}{dx} = \frac{dy}{du} \frac{du}{dx}$$

Formula 2 is easy to remember because if we think of  $dy/du$  and  $du/dx$  as quotients, then we could cancel  $du$ ; however,  $du$  has not been defined and  $du/dx$  should not be considered as an actual quotient.

**COMMENTS ON THE PROOF OF THE CHAIN RULE** Let  $\Delta u$  be the change in  $u$  corresponding to a change of  $\Delta x$  in  $x$ , that is,

$$\Delta u = g(x + \Delta x) - g(x)$$

Then the corresponding change in  $y$  is

$$\Delta y = f(u + \Delta u) - f(u)$$

It is tempting to write

$$\begin{aligned} \boxed{3} \quad \frac{dy}{dx} &= \lim_{\Delta x \rightarrow 0} \frac{\Delta y}{\Delta x} \\ &= \lim_{\Delta x \rightarrow 0} \frac{\Delta y}{\Delta u} \cdot \frac{\Delta u}{\Delta x} \\ &= \lim_{\Delta x \rightarrow 0} \frac{\Delta y}{\Delta u} \cdot \lim_{\Delta x \rightarrow 0} \frac{\Delta u}{\Delta x} \\ &= \lim_{\Delta u \rightarrow 0} \frac{\Delta y}{\Delta u} \cdot \lim_{\Delta x \rightarrow 0} \frac{\Delta u}{\Delta x} && \text{(Note that } \Delta u \rightarrow 0 \text{ as } \Delta x \rightarrow 0 \\ &&& \text{because } g \text{ is continuous.)} \\ &= \frac{dy}{du} \frac{du}{dx} \end{aligned}$$

## Chapter 3 Section 4 Homework Answers

**Yacht.**



## Chapter 3 Section 4 Homework Answers:

**Key Stage 3 Mathematics** Annie Gammon, 2002 An essential file to support teachers and heads of department by bringing together all the recent developments and issues of concern in Key Stage 3 mathematics In fact it is a complete guide to successful planning teaching and assessment work as a team to develop a clear departmental vision translate that vision into planning specific examples of good practice guided INSET activities for the whole team help with differentiation classroom organisation and transition for Year 7 children **Objective Proficiency Teacher's Book** Annette Capel, Wendy Sharp, 2013-01-17 Objective Proficiency Second edition provides official preparation for the revised 2013 Cambridge English Proficiency exam also known as Certificate of Proficiency in English CPE **Mathematics for Social Justice: Resources for the College Classroom** Gizem Karaali, Lily S. Khadjavi, 2019-07-09 Mathematics for Social Justice offers a collection of resources for mathematics faculty interested in incorporating questions of social justice into their classrooms The book begins with a series of essays from instructors experienced in integrating social justice themes into their pedagogy these essays contain political and pedagogical motivations as well as nuts and bolts teaching advice The heart of the book is a collection of fourteen classroom tested modules featuring ready to use activities and investigations for the college mathematics classroom The mathematical tools and techniques used are relevant to a wide variety of courses including college algebra math for the liberal arts calculus differential equations discrete mathematics geometry financial mathematics and combinatorics The social justice themes include human trafficking income inequality environmental justice gerrymandering voting methods and access to education The volume editors are leaders of the national movement to include social justice material into mathematics teaching Gizem Karaali is Associate Professor of Mathematics at Pomona College She is one of the founding editors of The Journal of Humanistic Mathematics and an associate editor for The Mathematical Intelligencer and Numeracy she also serves on the editorial board of the MAA's Carus Mathematical Monographs Lily Khadjavi is Associate Professor of Mathematics at Loyola Marymount University and is a past co chair of the Infinite Possibilities Conference She has served on the boards of Building Diversity in Science the Barbara Jordan Bayard Rustin Coalition and the Harvard Gender and Sexuality Caucus **Objective First Teacher's Book with Teacher's Resources Audio CD/CD-ROM** Annette Capel, Wendy Sharp, 2012-01-19 Third edition of the best selling Cambridge English First FCE course The syllabus for this exam has changed and this book has now been replaced by 9781107628359 Objective First Fourth edition Teacher's Book with Teacher's Resources CD ROM **Understanding English Pronunciation** Susan Boyer, Leonard Boyer, 2002 Designed so students can work through the exercises in class with other students or alone without the aid of the teacher Spaces in the book can be filled in **Telephone Mastery** Mary Pekas, 1989 **Survival** Joan Kanavy, Susan Van Zile, 2002-03 In this learning packed resource two creative teachers share the standards based survival unit they created around five favorite novels Number the Stars The Cay My Side of the Mountain Hatchet and

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**- 38, Enhanced Problems Version** David Halliday,Robert Resnick,Jearl Walker,2003 The primary goal of this text is to provide students with a solid understanding of fundamental physics concepts and to help them apply this conceptual understanding to quantitative problem solving **Fundamentals of Physics, Part 4 (Chapters 33-37)** David Halliday,Robert Resnick,Jearl Walker,2004-05-05 Finally an interactive website based on activities you do every day The new Halliday Resnick Walker 7 e eGrade Plus program provides the value added support that instructors and students want and need Powered by Wiley s EduGen system this site includes a vase array of high quality content including Homework Management An Assignment tool allows instructors to create student homework and quizzes using dynamic versions of end of chapter problems from Fundamentals of Physics or their own dynamic questions Instructors may also assign readings activities and other work for students to complete A Gradebook automatically grades and records student assignments This not only saves time but also provides students with immediate feedback on their work Each student can view his or her results from past assignments at any time An Administration tool allows instructors to manage their class rosters on line A Prepare and Present tool contains a variety of the Wiley provided resources including all the book illustrations java applets and digitized video to help make preparation time more efficient This content may easily be adapted customized and supplemented by instructors to meet the needs of each course Self Assessment A Study and Practice area links directly to the multimedia version of Fundamentals of Physics allowing students to review the text while they study and complete homework assignments In addition to the complete on line text students can also access the Student Solutions Manual the Student Study Guide interactive simulations and the Interactive LearningWare Program Interactive LearningWare Interactive

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**Microsoft Windows 2000** Gary B. Shelly, Thomas J. Cashman, Steven G. Forsythe, 2000 Part of the highly successful Shelly Cashman Series this text offers a clear step by step screen by screen approach to learning Microsoft Windows 2000. One project provides coverage of Microsoft Windows 2000 fundamentals

**Journal of Instructional Psychology**, 1985

**Financial Accounting** John J. Wild, 2005 Introducing accounting in business Analyzing and recording business transactions Adjusting accounts and preparing financial statements Reporting and analyzing merchandising operations Reporting and analyzing inventories Reporting and analyzing cash and internal controls Reporting and analyzing receivables Reporting and analyzing long term assets Reporting and analyzing current liabilities Reporting and analyzing long term liabilities Reporting and analyzing equity Reporting and analyzing cash flows Analyzing and interpreting financial statements

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*Physics for Scientists and Engineers* Raymond A. Serway, John W. Jewett, 2008

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**Commandments** Harcourt Religion Publishers, 2002-03

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