

LESSON

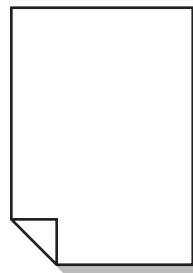
# Geometry Lab Recording Sheet pp. 170–171

## 3-3 Construct Parallel Lines

### Try This

#### Activity 1

#### Try This



1. Repeat activity 1 using a different point not on the line.

You need a piece of paper.

Are your results the same?

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2. Using the lines you constructed in Problem 1, draw transversal  $\overleftrightarrow{PQ}$ . Verify that the lines are parallel by using a protractor to measure alternate interior angles.

3. What postulates ensures that this is always possible?

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4. A *rhombus* is a quadrilateral with four congruent sides. Explain why this method is called the rhombus method?

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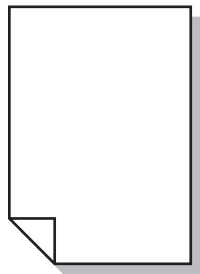
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**LESSON** **3-3** **Geometry Lab Recording Sheet** pp. 170–171  
**Construct Parallel Lines** continued

**Activity 2**

**Try This**

5. Repeat Activity 2 using points in a different place not on the line.



You need a piece of paper.

Are your results the same?

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6. Use a protractor to measure corresponding angles. How can you tell that the lines are parallel?

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7. Draw a triangle and construct a line parallel to the one side through the vertex that is not on that side.

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8. Line  $m$  is perpendicular to both  $\ell$  and  $n$ . use this statement to complete the following conjecture: If two lines in a plane are perpendicular to the same line, then \_\_\_\_\_