Let’s Get This Started!
Ponits, Lines, Planes, Rays, and Line Segments

**Vocabulary**
Write the term that best completes each statement.

1. A geometric figure created without using tools is a(n) _________________.
2. _______________ are two or more lines that are not in the same plane.
3. A(n) _______________ is a location in space.
4. The points where a line segment begins and ends are the _________________.
5. A(n) _______________ is a straight continuous arrangement of an infinite number of points.
6. Two or more line segments of equal measure are _________________.
7. You _______________ a geometric figure when you use only a compass and straightedge.
8. Points that are all located on the same line are _________________.
9. A(n) ________________ is a portion of a line that includes two points and all of the collinear points between the two points.
10. A flat surface is a(n) _________________.
11. A(n) ________________ is a portion of a line that begins with a single point and extends infinitely in one direction.
12. Two or more lines located in the same plane are _________________.
13. When you ________________ a geometric figure, you use tools such as a ruler, straightedge, compass, or protractor.
Problem Set

Identify the point(s), line(s), and plane(s) in each figure.

1. Points: A, B, and C
   Lines: $\overline{AB}$ and $\overline{BC}$
   Plane: $m$

2.

3.

4.
Draw a figure for each description. Label all points mentioned in the description.

5. Points $R$, $S$, and $T$ are collinear such that point $T$ is located halfway between points $S$ and $R$.

6. Points $A$, $D$, and $X$ are collinear such that point $A$ is located halfway between points $D$ and $X$.

7. Points $A$, $B$, and $C$ are collinear such that point $B$ is between points $A$ and $C$ and the distance between points $A$ and $B$ is twice the distance between points $B$ and $C$.

8. Points $F$, $G$, and $H$ are collinear such that point $F$ is between points $G$ and $H$ and the distance between points $F$ and $G$ is one third the distance between points $G$ and $H$.

Identify all examples of coplanar lines in each figure.

9. Lines $m$ and $p$ are coplanar.
Lines $n$ and $q$ are coplanar.

10.
11. Identify all skew lines in each figure.

12. Lines $f$ and $g$ are skew.
Lines $f$ and $h$ are skew.
LESSON 1.1 Skills Practice

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Draw and label an example of each geometric figure.

17. \( \overline{XY} \)

18. \( \overline{CD} \)

19. \( \overline{PR} \)

20. \( \overline{FG} \)

21. \( \overline{HM} \)

22. \( \overline{KJ} \)
Use symbols to write the name of each geometric figure.

23. \( \overline{RT} \)

24. \( \overline{AB} \)

25. \( \overline{XY} \)

26. \( \overline{MN} \)

27. \( \overline{CD} \)

28. \( \overline{RS} \)

Use a ruler to measure each segment to the nearest centimeter. Then use symbols to express the measure of each segment.

29. \( \overline{AB} = 4 \) centimeters or \( m \overline{AB} = 4 \) centimeters

30. \( \overline{AB} \)

31. \( \overline{AB} \)

32. \( \overline{AB} \)
Attack of the Clones
Translating and Constructing Line Segments

Vocabulary
Choose the term from the box that best completes each statement.

<table>
<thead>
<tr>
<th>Distance Formula</th>
<th>transformation</th>
<th>pre-image</th>
</tr>
</thead>
<tbody>
<tr>
<td>rigid motion</td>
<td>translation</td>
<td>arc</td>
</tr>
<tr>
<td>copying (duplicating) a line segment</td>
<td>image</td>
<td></td>
</tr>
</tbody>
</table>

1. A(n) ____________________________ is a transformation of points in space.

2. The new figure created from a translation is called the ____________________________.

3. A(n) ____________________________ is a part of a circle and can be thought of as the curve between two points on a circle.

4. A(n) ____________________________ is the mapping, or movement, of all the points of a figure in a plane according to a common operation.

5. The ____________________________ can be used to calculate the distance between two points on a coordinate place.

6. In a translation, the original figure is called the ____________________________.

7. A(n) ____________________________ is a rigid motion that “slides” each point of a figure the same distance and direction.

8. A basic geometric construction called ____________________________ can be used to translate a line segment when measurement is not possible.
Problem Set

Calculate the distance between each given pair of points. Round your answer to the nearest tenth, if necessary.

1. (3, 1) and (6, 5)
   \[ d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2} \]
   \[ d = \sqrt{(6 - 3)^2 + (5 - 1)^2} \]
   \[ d = \sqrt{9 + 16} \]
   \[ d = \sqrt{25} \]
   \[ d = 5 \]

2. (2, 8) and (4, 3)
   \[ d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2} \]
   \[ d = \sqrt{4^2 + 1^2} \]
   \[ d = \sqrt{9 + 16} \]
   \[ d = \sqrt{25} \]
   \[ d = 5 \]

3. (–6, 4) and (5, –1)

4. (9, –2) and (2, –9)

5. (0, –6) and (8, 0)

6. (–5, –8) and (–2, –9)
Calculate the distance between each given pair of points on the coordinate plane. Round your answer to the nearest tenth, if necessary.

7. \[ x_1 = 2, y_1 = 8, x_2 = 7, y_2 = 3 \]
   \[ d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2} \]
   \[ d = \sqrt{(7 - 2)^2 + (3 - 8)^2} \]
   \[ d = \sqrt{5^2 + (-5)^2} \]
   \[ d = \sqrt{25 + 25} \]
   \[ d = \sqrt{50} \]
   \[ d \approx 7.1 \]

8. \[ x_1 = 2, y_1 = 8, x_2 = 7, y_2 = 3 \]
   \[ d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2} \]
   \[ d = \sqrt{(7 - 2)^2 + (3 - 8)^2} \]
   \[ d = \sqrt{5^2 + (-5)^2} \]
   \[ d = \sqrt{25 + 25} \]
   \[ d = \sqrt{50} \]
9. $\begin{array}{c|cccccccc} \hline x & -8 & -6 & -4 & -2 & 0 & 2 & 4 & 6 & 8 \\ \hline y & \ & \ & \ & \ & \ & \ & \ & \ \end{array}$

10. $\begin{array}{c|cccccccc} \hline x & -8 & -6 & -4 & -2 & 0 & 2 & 4 & 6 & 8 \\ \hline y & \ & \ & \ & \ & \ & \ & \ & \ \end{array}$
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11. 

12. 

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Translate each given line segment on the coordinate plane as described.

13. Translate $\overline{AB}$ 8 units to the left.

14. Translate $\overline{CD}$ 9 units down.

15. Translate $\overline{EF}$ 7 units to the right.

16. Translate $\overline{GH}$ 12 units up.
17. Translate $\overline{JK}$ 12 units down and 7 units to the left.

18. Translate $\overline{MN}$ 5 units down and 10 units to the right.

Construct each line segment described.

19. Duplicate $\overline{AB}$.

20. Duplicate $\overline{CD}$.

21. Duplicate $\overline{EF}$.

22. Duplicate $\overline{GH}$. 
23. Construct a line segment twice the length of $JK$.

![Line segment JK]

24. Construct a line segment twice the length of $MN$.

![Line segment MN]
Lesson 1.3 Skills Practice

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Stuck in the Middle
Midpoints and Bisectors

Vocabulary

Match each definition to the corresponding term.

1. midpoint
   a. a line, line segment, or ray that divides a line segment into two line segments of equal measure

2. Midpoint Formula
   b. a basic geometric construction used to locate the midpoint of a line segment

3. segment bisector
   c. a point exactly halfway between the endpoints of a line segment

4. bisecting a line segment
   d. \( \left( \frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right) \)

Problem Set

Determine the midpoint of a line segment with each set of given endpoints.

1. (8, 0) and (4, 6)
   \[ x_1 = 8, y_1 = 0 \]
   \[ x_2 = 4, y_2 = 6 \]
   \[ \left( \frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right) = \left( \frac{8 + 4}{2}, \frac{0 + 6}{2} \right) \]
   \[ = \left( \frac{12}{2}, \frac{6}{2} \right) \]
   \[ = (6, 3) \]

2. (3, 8) and (9, 10)
   \[ \left( \frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right) = \left( \frac{3 + 9}{2}, \frac{8 + 10}{2} \right) \]
   \[ = \left( \frac{12}{2}, \frac{18}{2} \right) \]
   \[ = (6, 9) \]
Determine the midpoint of the given line segment on each coordinate plane using the Midpoint Formula.

7. \((-7, 2) \text{ and } (3, 6)\)

\[
\left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2}\right) = \left(\frac{-7 + 3}{2}, \frac{2 + 6}{2}\right) = \left(\frac{-4}{2}, \frac{8}{2}\right) = (-2, 4)
\]

\[
\left(\frac{3 + 7}{2}, \frac{2 + 8}{2}\right) = \left(\frac{10}{2}, \frac{10}{2}\right) = (5, 5)
\]
8. Graph the line.

9. Graph the line.
10. \[ \begin{align*}
&\text{Graph the equation:} \\
&y = -\frac{1}{2}x + 3
\end{align*} \]

11. \[\begin{align*}
&\text{Graph the equation:} \\
&y = -\frac{3}{2}x + 5
\end{align*} \]
Locate the midpoint of each line segment using construction tools and label it point $M$.

12.

13.
14. \( \overrightarrow{CD} \)

15. \( \overrightarrow{EF} \)
16.

17.
18.
What's Your Angle?
Translating and Constructing Angles and Angle Bisectors

**Vocabulary**
Define each term in your own words.

1. angle

2. angle bisector

Describe how to perform each construction in your own words.

3. copying or duplicating an angle

4. bisecting an angle
Problem Set

Translate each given angle on the coordinate plane as described.

1. Translate \( \angle ABC \) 9 units to the left.

2. Translate \( \angle DEF \) 12 units down.

3. Translate \( \angle GHJ \) 10 units to the right.

4. Translate \( \angle KLM \) 13 units up.
5. Translate $\angle NPQ$ 8 units to the left and 11 units down.

6. Translate $\angle RST$ 15 units to the left and 9 units up.

Construct each angle as described.

7. Copy $\angle B$.

8. Copy $\angle D$.

$\angle CBD \cong \angle SRT$
9. Copy \( \angle P \).

10. Copy \( \angle Z \).

11. Construct an angle that is twice the measure of \( \angle K \).
LESSON 1.4 Skills Practice

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12. Construct an angle that is twice the measure of \( \angle M \).

13. Construct the angle bisector of each given angle.

14. \( \overline{PD} \) is the angle bisector of \( \angle P \).

15.

16.
17. Construct an angle that is one-fourth the measure of \( \angle F \).

18. Construct an angle that is one-fourth the measure of \( \angle X \).
If You Build It . . .
Constructing Perpendicular Lines, Parallel Lines, and Polygons

Problem Set
Construct a line perpendicular to each given line and through the given point.

1. Construct a line that is perpendicular to $\overline{CD}$ and passes through point $T$.

2. Construct a line that is perpendicular to $\overline{AB}$ and passes through point $X$. 
3. Construct a line that is perpendicular to \( \overline{RS} \) and passes through point \( W \).

4. Construct a line that is perpendicular to \( \overline{YZ} \) and passes through point \( G \).
5. Construct a line that is perpendicular to \( \overline{MN} \) and passes through point \( J \).

6. Construct a line that is perpendicular to \( \overline{PQ} \) and passes through point \( R \).
Construct a line parallel to each given line and through the given point.

7. Construct a line that is parallel to $\overrightarrow{AB}$ and passes through point $C$.

![Diagram of line parallel to $\overrightarrow{AB}$ through $C$.]

Line $q$ is parallel to $\overrightarrow{AB}$.

8. Construct a line that is parallel to $\overrightarrow{DE}$ and passes through point $F$.

![Diagram of line parallel to $\overrightarrow{DE}$ through $F$.]
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9. Construct a line that is parallel to $\overrightarrow{GH}$ and passes through point $J$.

10. Construct a line that is parallel to $\overrightarrow{KL}$ and passes through point $M$. 
11. Construct a line that is parallel to \( \overrightarrow{NP} \) and passes through point \( Q \).

12. Construct a line that is parallel to \( \overrightarrow{RT} \) and passes through point \( W \).
Construct each geometric figure.

13. Construct an equilateral triangle. The length of one side is given.

14. Construct an equilateral triangle. The length of one side is given.
15. Construct an isosceles triangle that is not an equilateral triangle such that each leg is longer than the base. The length of the base is given.

16. Construct an isosceles triangle that is not an equilateral triangle such that each leg is shorter than the base. The length of the base is given.
17. Construct a square. The perimeter of the square is given.

18. Construct a square. The perimeter of the square is given.
19. Construct a rectangle that is not a square. The perimeter of the rectangle is given.

20. Construct a rectangle that is not a square. The perimeter of the rectangle is given.
What's the Point?
Points of Concurrency

Vocabulary
Describe similarities and differences between each pair of terms.

1. concurrent and point of concurrency

2. incenter and orthocenter

3. centroid and circumcenter

4. altitude and median
Problem Set

Draw the incenter of each triangle.

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

Draw the circumcenter of each triangle.

9. 

10.
LESSON 1.6 Skills Practice

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11. Draw the centroid of each triangle.

12.

13.

14.

15.

16.

17.

18.

19.

20.

Draw the centroid of each triangle.

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21. Draw the orthocenter of each triangle.

22.

23.

24.

25.

26.

27.

28.

29.

30.
Answer each question about points of concurrency. Draw an example to illustrate your answer.

33. For which type of triangle are the incenter, circumcenter, centroid, and orthocenter the same point?
   equilateral triangles

34. For which type of triangle are the orthocenter and circumcenter outside of the triangle?

35. For which type of triangle are the circumcenter and orthocenter on the triangle?
36. For which type of triangle are the incenter, circumcenter, centroid, and orthocenter all inside the triangle?

37. For what type(s) of triangle(s) do the centroid, circumcenter, and orthocenter all lie on a straight line?

38. For what type of triangle is the orthocenter a vertex of the triangle?
Given the coordinates of the vertices of a triangle, classify the triangle using algebra.

39. \(A(-5, 5), B(5, 5), C(0, -5)\)

\[
\begin{align*}
\text{segment } AB & \quad \text{segment } AC & \quad \text{segment } BC \\
& \quad d = \sqrt{[5 - (-5)]^2 + (5 - 5)^2} & d = \sqrt{[0 - (-5)]^2 + (-5 - 5)^2} & d = \sqrt{[0 - 5]^2 + (-5 - 5)^2} \\
& \quad d = \sqrt{10^2 + 0^2} & d = \sqrt{5^2 + (-10)^2} & d = \sqrt{(-5)^2 + (-10)^2} \\
& \quad d = 10 & d = \sqrt{125} & d = \sqrt{125} \\
& \quad d \approx 10 & d \approx 11.18 & d \approx 11.18 
\end{align*}
\]

The lengths of two of the segments are equal, so the triangle is isosceles.

40. \(R(-3, -1), S(1, 2), T(4, -2)\)

41. \(F(-2, 5), G(1, 6), H(5, -4)\)
42. \( M(5, -1), N(3, -5), P(-1, -3) \)

43. \( K(-2, 1), L(4, -3), M(-1, 5) \)
44. \(E(-5, 7), F(3, 4), G(-8, -1)\)