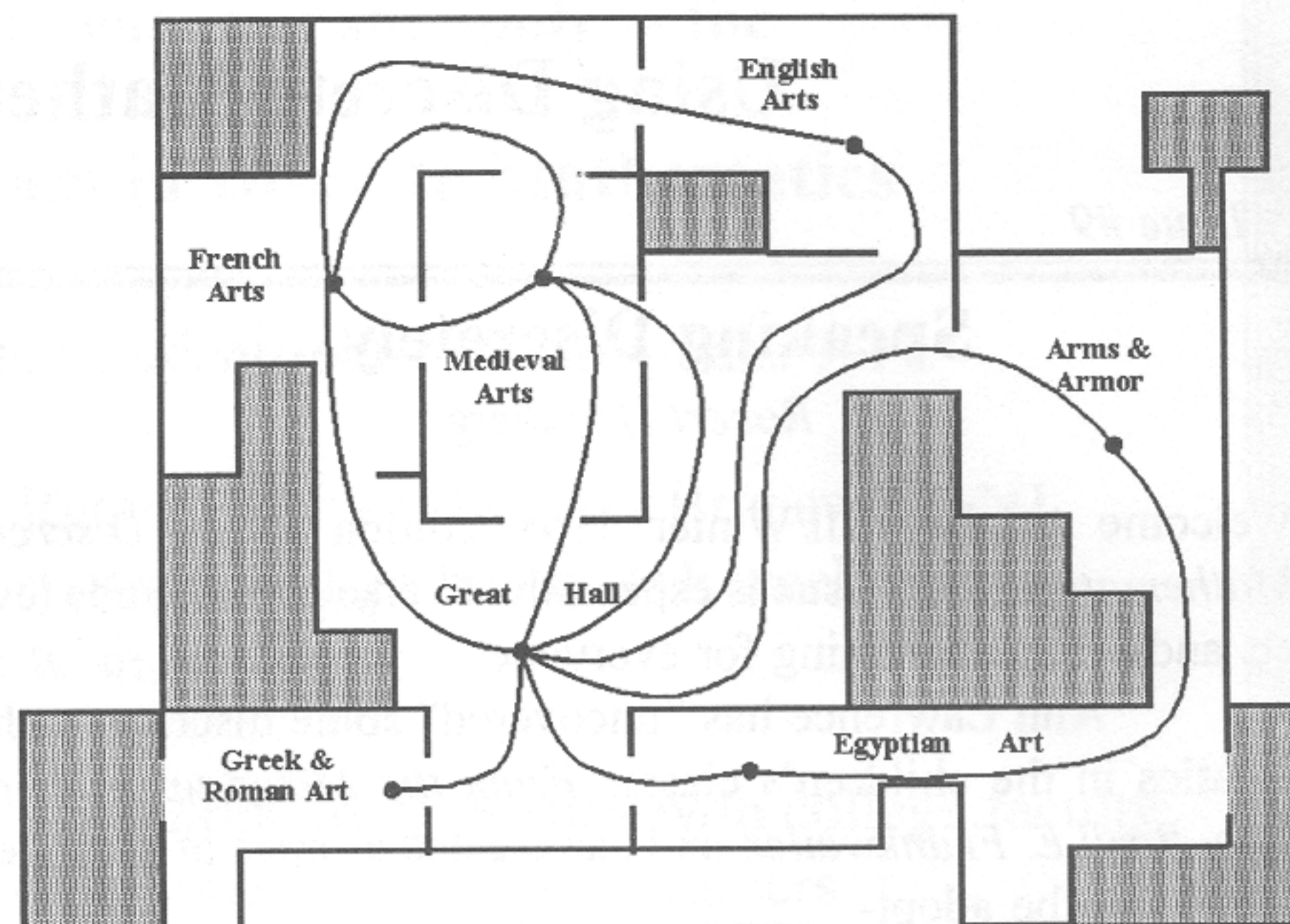
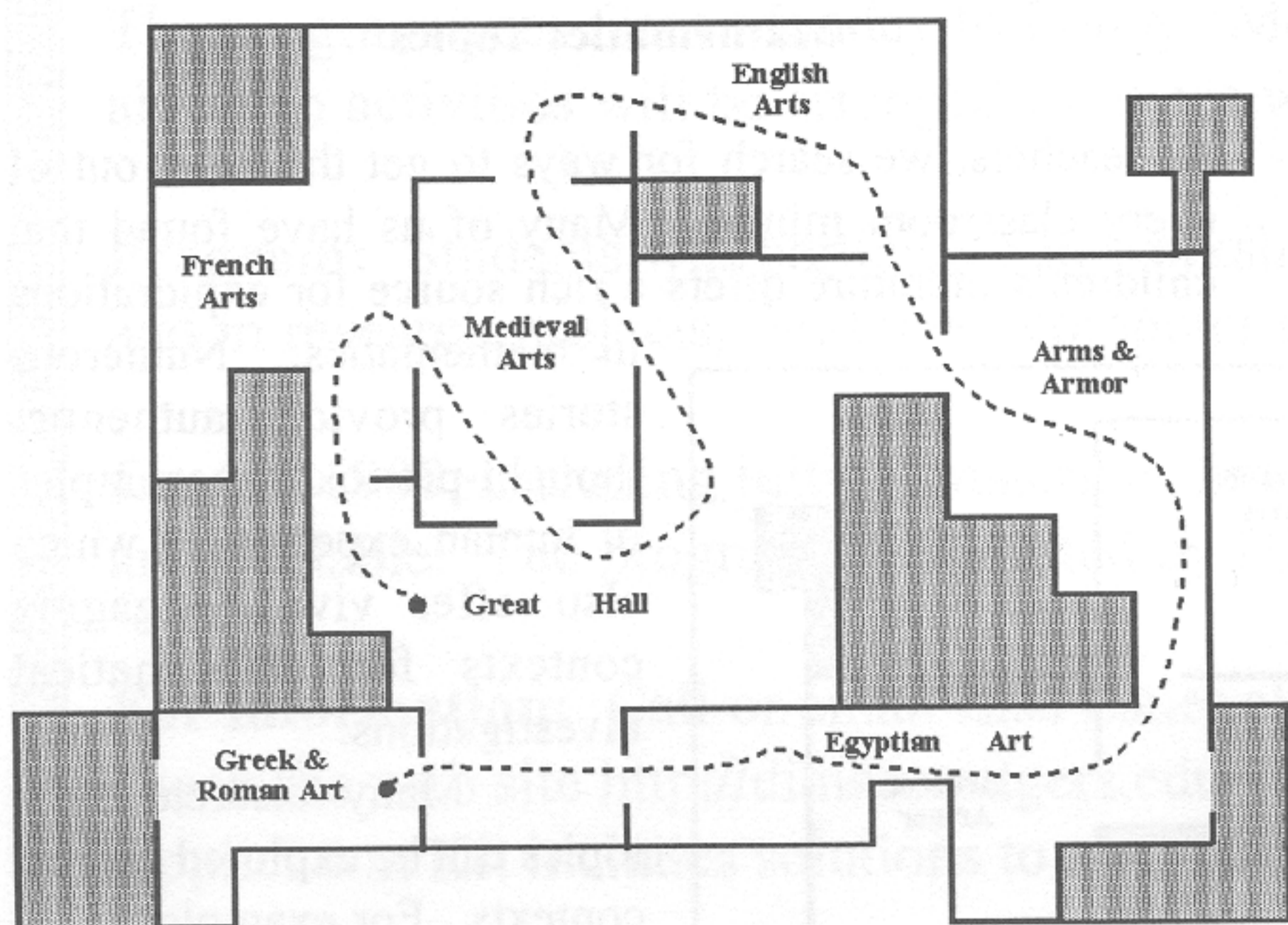
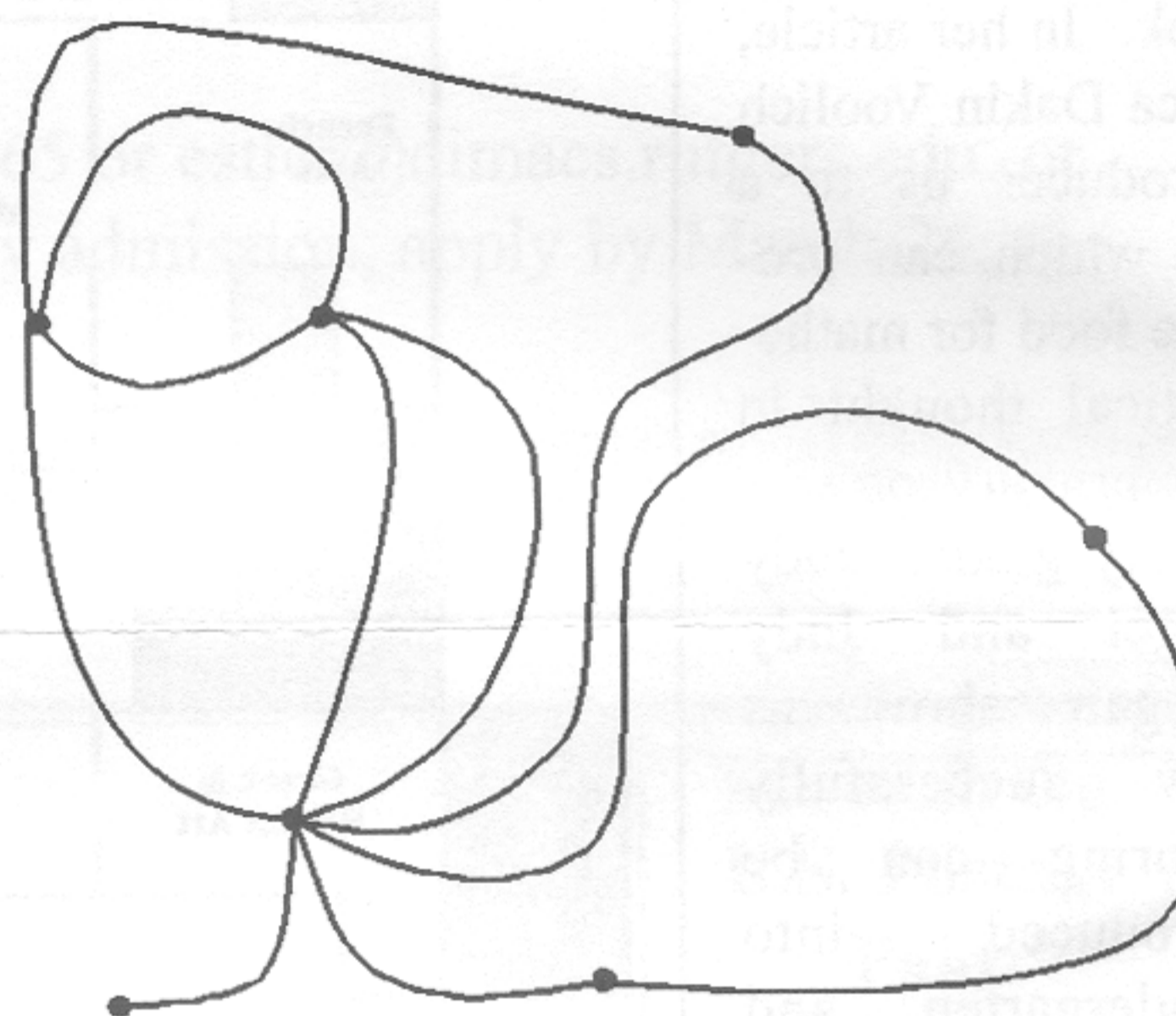


Pass out the map of the Met's first floor (Page 1) to the students. Have them work in pairs. While they work, circulate among the students to facilitate construction of an accurate path by each pair. Have students share their graphs to ensure that all are correct. Elicit that all correct paths begin in either the Greek and Roman Art gallery or the Great Hall and end in the other. One correct path is shown below.

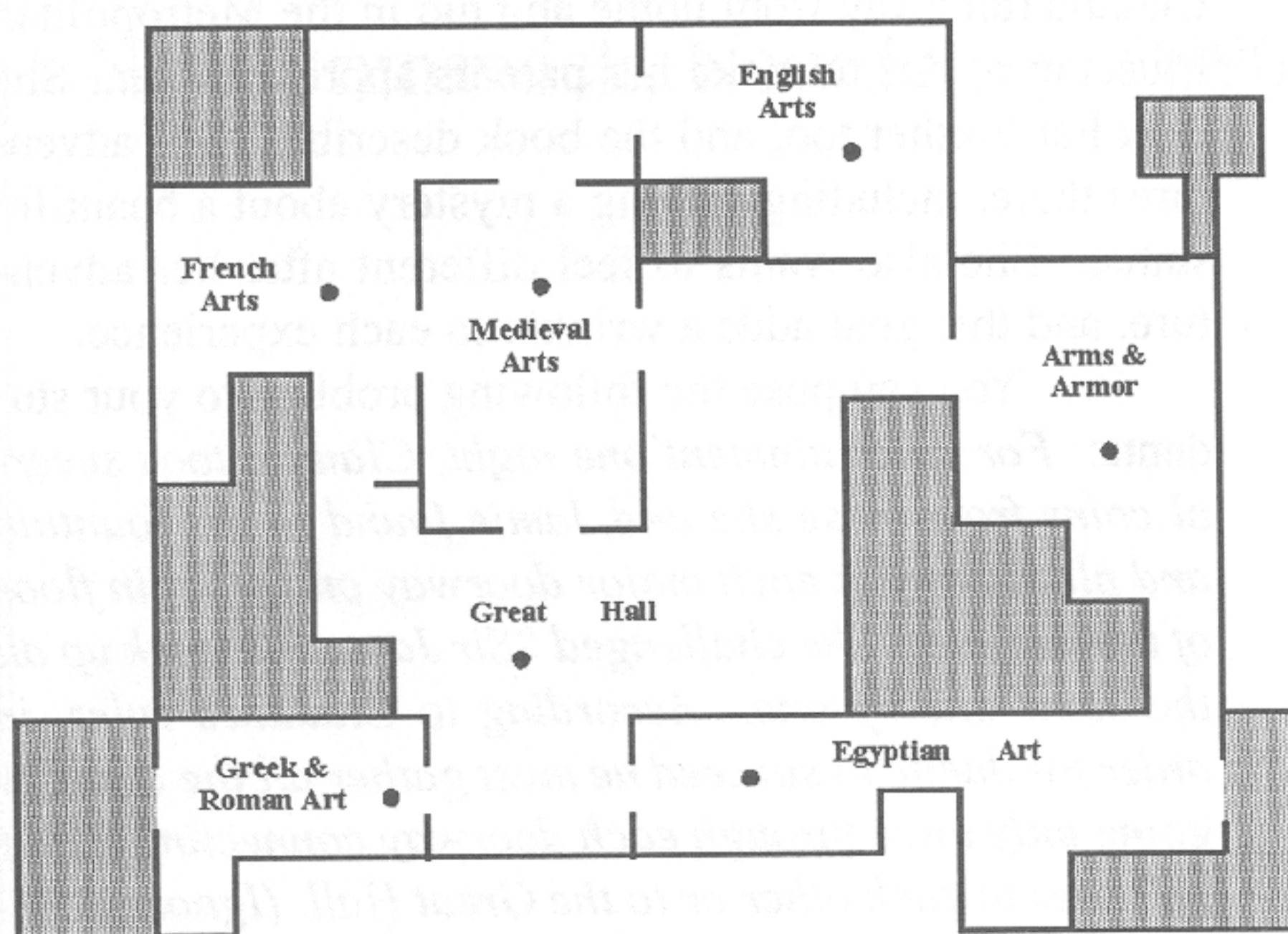


(3) Remove the map of the Met from the overhead to reveal the graph, as shown below.



Next, model how to make a graph to represent the main floor of the Met, using transparencies. To do this, use a clear transparency laid over a transparency of the Met's first floor. As you construct the graph, emphasize the appropriate vocabulary.

Steps: (1) Construct a vertex in each relevant room:



(2) Use edges to connect vertices between rooms which have doorways between them: *(at top of next column)*

(4) Now ask students to trace their path on the graph. Elicit that a successful path should travel each edge exactly once. Circulate among pairs to ensure successful completion of this activity. Then show (or have a student show) how a successful path for Jamie can be shown on the graph, as illustrated below. You might draw their attention to the fact that the

