Lesson 11: Dilations from Different Centers

Student Outcomes

- Students verify experimentally that the dilation of a figure from two different centers by the same scale factor gives congruent figures. These figures are congruent by a translation along a vector that is parallel to the line through the centers.
- Students verify experimentally that the composition of dilations D_{O_1,r_1} and D_{O_2,r_2} is a dilation with scale factor r_1r_2 and center on $\overleftarrow{O_1O_2}$ unless $r_1r_2 = 1$.

Lesson Notes

In Lesson 11, students examine the effects of dilating figures from two different centers. By experimental verification, they examine the impact on the two dilations of having two different scale factors, the same two scale factors, and scale factors whose product equals 1. Each of the parameters of these cases provides information on the centers of the dilations, their scale factors, and the relationship between individual dilations versus the relationship between an initial figure and a composition of dilations.

Classwork

Exploratory Challenge 1 (15 minutes)

In Exploratory Challenge 1, students verify experimentally that the dilation of a figure from two different centers by the same scale factor gives congruent figures that are congruent by a translation along a vector that is parallel to the line through the centers.



In this example, we examine scale drawings of an image from different center points.





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- What do you notice about a translation vector that will map either scale drawing onto the other and the line that passes through the centers of the dilations?
 - A translation vector that maps either scale drawing onto the other is parallel to the line that passes through the centers of the dilations.



- We are not going to generally prove this, but let's experimentally verify this by dilating a simple figure, i.e. a segment, by the same scale factor from two different centers O₁ and O₂.
- Do this twice, in two separate cases, to observe what happens.
- In the first case, dilate \overline{AB} by a factor of 2, and be sure to give each dilation a different center. Label the dilation about O_1 as $\overline{A_1B_1}$ and the dilation about O_2 as $\overline{A_2B_2}$.

Scaffolding:

- Students can take responsibility for their own learning by hand-drawing the houses; however, if time is an issue, teachers can provide the drawings of the houses located at the beginning of Exploratory Challenge 1.
- Use patty paper or geometry software to help students focus on the concepts.
- Consider performing the dilation in the coordinate plane with center at the origin, for example, \overline{AB} with coordinates A(3,1) and B(4,-3).











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• What do you notice about the translation vector that maps the scale drawings to each other relative to the line that passes through the centers of the dilations, e.g., the vector that maps $\overline{A_1B_1}$ to $\overline{A_2B_2}$?

Allow students time to complete this mini-experiment and verify that the translation vector is parallel to the line that passes through the centers of the dilations.

^a The translation vector is always parallel to the line that passes through the centers of the dilations.

Generalize the parameters of this example and its results.
The dilation of a figure from two different centers by the same scale factor yields congruent figures that are congruent by a translation along a vector that is parallel to the line through the centers.

Exercise 1 (4 minutes)

MP 8



Exploratory Challenge 2 (15 minutes)

In Exploratory Challenge 2, students verify experimentally (1) that the composition of dilations is a dilation with scale factor r_1r_2 and (2) that the center of the composition lies on the line $\overleftarrow{O_1O_2}$ unless $r_1r_2 = 1$. Students may need poster paper or legal sized paper to complete part (c).



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Do you see a relationship between the value of the scale factor going from Drawing 1 to Drawing 3 and the scale factors determined going from Drawing 1 to Drawing 2 and Drawing 2 to Drawing 3?

Allow students a moment to discuss before taking responses.

- The scale factor to go from Drawing 1 to Drawing 3 is the same as the product of the scale factors to go from Drawing 1 to Drawing 2 and then Drawing 2 to Drawing 3. So the scale factor to go from Drawing 1 to Drawing 3 is $r_1r_2 = \left(\frac{1}{2}\right)\left(\frac{3}{2}\right) = \frac{3}{4}$.
- To go from Drawing 1 to Drawing 3 is the same as taking a composition of the two dilations: $D_{O_2 \cdot \overline{a}} \left(D_{O_1 \cdot \overline{a}} \right)$.
- So, with respect to scale factor, a composition of dilations $D_{O_2,r_2}(D_{O_1,r_1})$ will result in a dilation whose scale factor is r_1r_2 .









MP.



Students with difficulty in spatial reasoning can be provided this image and asked to observe what is remarkable about the centers of the dilations.

- From this example, it is tempting to generalize and say that with respect to the centers of the dilations, the center of the composition of dilations, $D_{O_2,r_2}(D_{O_1,r_1})$ will be collinear with the centers O_1 and O_2 , but there is one situation where this is not the case.
- To observe this one case, draw a segment AB that will serve as the figure of a series of dilations.
- For the first dilation D_1 , select a center of dilation O_1 and scale factor $r_1 = \frac{1}{2}$. Dilate AB and label the result as A'B'.
- For the second dilation D_2 , select a new center O_2 and scale factor $r_2 = 2$. Determine why the centers of each of these dilations cannot be collinear with the center of dilation of the composition of dilations $D_2(D_1)$.



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- Since Drawing 1 and Drawing 3 are identical figures, the lines that pass through the corresponding endpoints of the segments are parallel; a translation will map Drawing 1 to Drawing 3.
- Notice that this occurs only when $r_1r_2 = 1$.
- Also notice that the translation that maps AB to A"B" must be parallel to the line that passes through the centers of the two given dilations.

Generalize the parameters of this example and its results.

A composition of dilations, $D_{0_1r_1}$ and $D_{0_2r_2}$, is a dilation with scale factor r_1r_2 and center on $\overleftarrow{0_10_2}$ unless $r_1r_2 = 1$. If $r_1r_2 = 1$, then there is no dilation that maps a figure onto the image of the composition of dilations; there is a translation parallel to the line passing through the centers of the individual dilations that

will map the figure onto its image.

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Exercise 2 (4 minutes)





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Closing (2 minutes)

- In a series of dilations, how does the scale factor that maps the original figure to the final image compare to the scale factor of each successive dilation?
 - In a series of dilations, the scale factor that maps the original figure onto the final image is the product of all the scale factors in the series of dilations.
- We remember here that unlike the previous several lessons, we did not prove facts in general; we made observations through measurements.

Lesson Summary

In a series of dilations, the scale factor that maps the original figure onto the final image is the product of all the scale factors in the series of dilations.

Exit Ticket (5 minutes)







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Exit Ticket

Marcos constructed the composition of dilations shown below. Drawing 2 is $\frac{3}{8}$ the size of Drawing 1, and Drawing 3 is twice the size of Drawing 2.



1. Determine the scale factor from Drawing 1 to Drawing 3.

2. Find the center of dilation mapping Drawing 1 to Drawing 3.









Exit Ticket Sample Solutions



Problem Set Sample Solutions

In Lesson 7, the dilation theorem for line segments said that if two different length line segments in the plane were 1. parallel to each other, then a dilation exists mapping one segment onto the other. Explain why the line segments must be different lengths for a dilation to exist.

If the line segments were of equal length, then it would have to be true that the scale factor of the supposed dilation would be r = 1; however, we found that any dilation with a scale factor of r = 1 maps any figure to itself, which implies that the line segment would have to be mapped to itself. Two different line segments that are parallel to one another implies that the line segments are not one and the same, which means that the supposed dilation does not exist.



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Note to the teacher: Parts of this next problem involve a great deal of mathematical reasoning and may not be suitable for all students.





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