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Lesson 8: Similarity

Student Outcomes

* Students know the definition of similarity and why dilation alone is not enough to determine similarity.
* Given two similar figures, students describe the sequence of a dilation and a congruence that would map one figure onto the other.

Lesson Notes

In Module 2, students used vectors to describe the translation of the plane. Now in Topic B, figures are bound to the coordinate plane, and students will describe translations in terms of units left or right and/or units up or down. When figures on the coordinate plane are rotated, the center of rotation is the origin of the graph. In most cases, students will describe the rotation as having center and degree unless the rotation can be easily identified, i.e., a rotation of or . Reflections remain reflections across a line, but when possible, students should identify the line of reflection as the -axis or -axis.

It should be noted that congruence, together with similarity, is *the* fundamental concept in planar geometry.  It is a concept defined without coordinates. In fact, it is most transparently understood when introduced without the extra conceptual baggage of a coordinate system.  This is partly because a coordinate system picks out a preferred point (the origin), which then centers most discussions of rotations, reflections, and translations at or in reference to that point. They are then further restricted to only the “nice” rotations/reflections/translations that are easy to do in a coordinate plane. Restricting to “nice” transformations is a huge mistake mathematically because it is antithetical to the main point that must be made about congruence: that rotations, translations, and reflections are abundant in the plane; that for every point in the plane, there are an *infinite number* of rotations up to , that for every line in the plane there is a reflection, and that for every directed line segment there is a translation.  It is this abundance that helps students realize that every congruence transformation (i.e., the act of “picking up a figure” and moving it to another location) can be accomplished through a sequence of translations, rotations, and reflections, and further, that similarity is a dilation followed by a congruence transformation.

Classwork

Concept Development (5 minutes)

* A dilation alone is not enough to state that two figures are similar. Consider the following pair of figures:
* Do these figures look similar?
	+ *Yes, they look like the same shape, but they are different in size.*
* How could you prove that they are similar? What would you need to do?
	+ *We would need to show that they could become the same size by dilating one of the figures.*
* Would we be able to dilate one figure so that it was the same size as the other?
	+ *Yes, we could dilate to make them the same size by using the appropriate scale factor.*
* We could make them the same size, but would a dilation alone map figure onto figure ?
	+ *No, a dilation alone would not map figure onto figure .*
* What else should we do to map figure onto figure ?
	+ *We would have to perform a translation and a rotation to map figure onto figure .*
* That is precisely why a dilation alone is not enough to define similarity. Two figures are said to be similar if one can be mapped onto the other using a dilation followed by a congruence (a sequence of basic rigid motions) or a congruence followed by a dilation.

Example 1 (4 minutes)

Example 1

In the picture below, we have a triangle that has been dilated from center by a scale factor of . It is noted by . We also have triangle , which is congruent to triangle (i.e., ).

Describe the sequence that would map triangle onto triangle

*Scaffolding:*

Remind students of the work they did in Lesson 3 to bring dilated figures back to their original size.

* Based on the definition of similarity, how could we show that triangle is similar to triangle *?*
	+ *To show that , we need to describe a dilation followed by a congruence*
* We want to describe a sequence that would map triangleonto triangle *.* There is no clear way to do this, so let’s begin with something simpler: How can we map triangle onto triangle? That is, what is the precise dilation that would make triangle the same size as triangle ?
	+ *A dilation from center with scale factor .*
* Remember, our goal was to describe how to map triangle onto triangle . What precise dilation would make triangle the same size as triangle ?
	+ *A dilation from center with scale factor would make* triangle the same size as triangle *.*
* (Show the picture below with the dilated triangle noted by .) Now that we know how to make triangle the same size as triangle , what rigid motion(s) should we use to actually map triangle onto triangle ? Have we done anything like this before?
	+ *Number 2 of the Problem Set from Lesson 2 was like this. That is, we had two figures dilated by the same scale factor in different locations on the plane. To get one to map to the other, we just translated along a vector.*
* Now that we have an idea of what needs to be done, let’s describe the translation in terms of coordinates. How many units and in which direction will we need to translate so that triangle maps to triangle ?
	+ *We need to translate triangle units to the left and units down.*
* Let’s use precise language to describe how to map triangle onto triangle . We will need information about the dilation and the translation.

MP.6

* + *The sequence that would map* triangle onto triangle  *is as follows: Dilate triangle from center by scale factor . Then translate the dilated triangle units to the left and units down.*
* Since we were able to map triangle onto triangle with a dilation followed by a congruence, we can write that triangle is similar to triangle , in notation, .

Example 2 (4 minutes)

* In the picture below, we have a triangle , that has been dilated from center , by scale factor . It is noted by *.* We also have a triangle , which is congruent to triangle (i.e., ).
* We want to describe a sequence that would map triangle onto triangle *.* This is similar to what we did in the last example. Can someone summarize the work we did in the last example?
	+ *First, we figured out what scale factor would make the triangles the same size. Then, we used a sequence of translations to map the magnified figure onto the original triangle.*
* What is the difference between this problem and the last?
	+ *This time the scale factor is greater than one, so we will need to shrink triangle to the size of triangle . Also, it appears as if a translation alone will not map one triangle onto another.*
* Now, since we want to dilate triangle to the size of triangle , we need to know what scale factor to use. Since triangle is congruent to , then we can use those triangle to determine the scale factor needed. We need a scale factor so that . What scale factor do you think we should use and why?
	+ *We need a scale factor because we want .*
* What precise dilation would make triangle the same size as triangle ?
	+ *A dilation from center with scale factor would make triangle the same size as triangle .*
* (Show the picture below with the dilated triangle noted by ) Now, we should use what we know about rigid motions to map the dilated version of triangle onto triangle *.* What should we do first?
	+ *We should translate triangle units to the right.*
* (Show the picture below, the translated triangle noted in red.) What should we do next (refer to the translated triangle as the red triangle)?



* + *Next, we should reflect the red triangle across the -axis to map the red triangle onto triangle*
* Use precise language to describe how to map triangle onto triangle .

MP.6

* + *The sequence that would map triangle onto triangle is as follows: Dilate triangle from center by scale factor . Then translate the dilated image of triangle , noted by two units to the right. Finally, reflect across the -axis to map the red triangle onto triangle .*
* Since we were able to map triangle onto triangle with a dilation followed by a congruence, we can write that triangle is similar to triangle . (In notation: .)

Example 3 (3 minutes)

* In the diagram below, Describe a sequence of a dilation followed by a congruence that would prove these figures to be similar.
* Let’s begin with the scale factor. We know that . What scale factor will make the same size as ?
	+ *We know that ; therefore, will make the same size as*
* If we apply a dilation from the origin of scale factor then the triangles will be the same size (as shown and noted by triangle ). What sequence of rigid motions would map the dilated image of onto ?



* + *We could translate the dilated image of , , units to the right and units down and then reflect the triangle across line*
* The sequence that would map onto to prove the figures similar is: A dilation from the origin by scale factor ,followed by the translation of the dilated version of units to the right and units down, followed by the reflection across line

Example 4 (4 minutes)

* In the diagram below, we have two similar figures. Using the notation, we have . We want to describe a sequence of the dilation followed by a congruence that would prove these figures to be similar.
* First, we need to describe the dilation that would make the triangles the same size. What information do we have to help us describe the dilation?
	+ *Since we know the length of side and side , we can determine the scale factor.*
* Can we use any two sides to calculate the scale factor? Assume, for instance, that we know that side is units in length and side is units in length. Could we find the scale factor using those two sides, and ?Why or why not?
	+ *No. We need more information about corresponding sides. Sides and are the longest sides of each triangle (they are also opposite the obtuse angle in the triangle). Side does not correspond to side . If we knew the length of side , we could use sides and .*
* Now that we know that we *can* find the scale factor if we have information about corresponding sides, how would we calculate the scale factor if we were mapping onto ?
	+ , *so* *, and* .
* If we were mapping onto , what would the scale factor be?
	+ , *so , and .*
* What is the precise dilation that would map onto ?
	+ *Dilate from center* *, by scale factor* .
* (Show the picture below with the dilated triangle noted as .) Now we have to describe the congruence. Work with a partner to determine the sequence of rigid motions that would map onto
.
	+ *Translate the dilated version of units to the right and units down. Then, rotate degrees around point , so that segment maps onto segment . Finally, reflect across line*

Note that “ degrees” refers to a rotation by an appropriate number of degrees to exhibit similarity. Students may choose to describe this number of degrees in other ways.

* The sequence of a dilation followed by a congruence that proves is as follows: Dilate from center by scale factor . Translate the dilated version of units to the right and units down. Next, rotate around point degrees so that segment maps onto segment, then reflect the triangle across line

Example 5 (3 minutes)

* Knowing that a sequence of a dilation followed by a congruence defines similarity also helps determine if two figures are, in fact, similar. For example, would a dilation map triangle onto triangle ? (i.e., Is ?)
	+ *No, by FTS we expect the corresponding side lengths to be in proportion and equal to the scale factor. When we compare side to side , and to , then we get* .
	+ *Therefore, the triangles are not similar because a dilation will not map one to the other.*

Example 6 (3 minutes)

* Again, knowing that a dilation followed by a *congruence* defines similarity also helps determine if two figures are, in fact, similar. For example, would a dilation map Figure onto Figure ? (i.e., Is FigureFigure?)
	+ *No, even though we could say that the corresponding sides are in proportion, there exists no single rigid motion or sequence of rigid motions that would map a four-sided figure to a three-sided figure. Therefore, the figures do not fulfill the congruence part of the definition for similarity, and Figure is not similar to Figure .*

Exercises 1–4 (10 minutes)

Allow students to work in pairs to describe sequences that map one figure onto another.

Exercises 1–4

1. Triangle was dilated from center by scale factor . The dilated triangle is noted by *.* Another triangle is congruent to triangle (i.e., ). Describe a dilation followed by the basic rigid motion that would map triangle onto triangle.

***Triangle will need to be dilated from center , by scale factor to bring it to the same size as triangle . This will produce a triangle noted by . Next, triangle will need to be translated units up and units left. The dilation followed by the translation will map*** triangle onto triangle .

1. Describe a sequence that would show

Since **, *then , and . A dilation from the origin by scale factor will make***  the same size as . Then, a translation of the dilated image of ten units right and five units down, followed by a rotation of degrees around point will map onto , proving the triangles to be similar.

1. Are the two triangles shown below similar? If so, describe a sequence that would prove **.** If not, state how you know they are not similar.

**Yes, triangle . The corresponding sides are in proportion and equal to the scale factor:**

**To map triangle onto triangle , dilate triangle from center , by scale factor . Then, translate triangle along vector . Next, rotate triangle degrees around point .**

1. Are the two triangles shown below similar? If so, describe the sequence that would prove . If not, state how you know they are not similar.

***Yes, triangle. The corresponding sides are in proportion and equal to the scale factor:***

**To map triangle onto triangle , dilate triangle from center , by scale factor . Then, translate triangle along vector . Next, rotate triangle degrees around point .**

Closing (4 minutes)

Summarize, or ask students to summarize, the main points from the lesson.

* We know that similarity is defined as the sequence of a dilation followed by a congruence.
* To show that a figure in the plane is similar to another figure of a different size, we must describe the sequence of a dilation, followed by a congruence (one or more rigid motions) that maps one figure onto another.

Lesson Summary

**Similarity is defined as mapping one figure onto another as a sequence of a dilation followed by a congruence (a sequence of rigid motions).**

**The notation means that is similar to .**

Exit Ticket (5 minutes)

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson 8: Similarity

Exit Ticket

In the picture below, we have a triangle that has been dilated from center by scale factor . The dilated triangle is noted by *.* We also have a triangle , which is congruent to triangle (i.e., ). Describe the sequence of a dilation followed by a congruence (of one or more rigid motions) that would map triangle onto triangle .

Exit Ticket Sample Solutions

**In the picture below, we have a triangle that has been dilated from center by scale factor . The dilated triangle is noted by *.* We also have a triangle , which is congruent to triangle (i.e., ). Describe the sequence of a dilation, followed by a congruence (of one or more rigid motions), that would map triangle onto triangle .

***Triangle*** will need to be dilated from center by scale factor to bring it to the same size as triangle . This will produce the triangle noted by . Next, triangle will need to be reflected across line . The dilation followed by the reflection will map triangle onto triangle .

Problem Set Sample Solutions

Students practice dilating a curved figure and describing a sequence of a dilation followed by a congruence that maps one figure onto another.

1. In the picture below, we have a triangle that has been dilated from center by scale factor . It is noted by *.* We also have a triangle , which is congruent to triangle (i.e., ). Describe the sequence of a dilation, followed by a congruence (of one or more rigid motions) that would map triangle onto triangle .

First, we must dilate triangle by scale factor to shrink it to the size of triangle . Next, we must translate the dilated triangle, noted by , one unit up and two units to the right. This sequence of the dilation followed by the translation would map triangle onto triangle .

1. Triangle was dilated from center by scale factor . The dilated triangle is noted by *.* Another triangle is congruent to triangle (i.e., ). Describe the dilation followed by the basic rigid motions that would map triangle onto triangle.

***Triangle will need to be dilated from center by scale factor to bring it to the same size as triangle . This will produce a triangle noted by . Next, triangle will need to be translated units to the right and two units down, producing the triangle shown in red. Next, rotate the red triangle degrees around point , so that one of the segments of the red triangle coincides completely with segment . Then, reflect the red triangle across line . The dilation, followed by the congruence described, will map triangle onto triangle .***

1. Are the two figures shown below similar? If so, describe a sequence that would prove the similarity. If not, state how you know they are not similar.

No, these figures are not similar. There is no single rigid motion, or sequence of rigid motions, that would map Figure onto Figure .

1. Triangle is similar to triangle (i.e., ). Prove the similarity by describing a sequence that would map triangle onto triangle *.*

The scale factor that would magnify triangle to the size of triangle is . The sequence that would prove the similarity of the triangles is a dilation from center by a scale factor of , followed by a translation along vector , and finally, a reflection across line .

1. Are the two figures shown below similar? If so, describe a sequence that would prove . If not, state how you know they are not similar.

Yes, the triangles are similar. The scale factor that triangle has been dilated is . The sequence that proves the triangles are similar is as follows: dilate triangle from center by scale factor , then translate triangle along vector ; next, rotate triangle degrees around point ; and finally, reflect triangle across line .

1. Describe a sequence that would show .

Since **, *then and . A dilation from the origin by scale factor will make***  the same size as . Then, a translation of the dilated image of four units down and one unit to the right, followed by a reflection across line will map onto , proving the triangles to be similar.