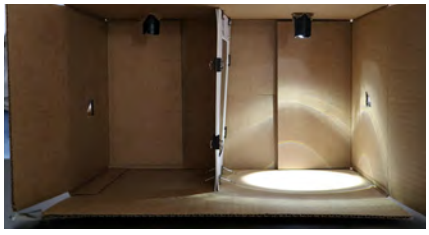
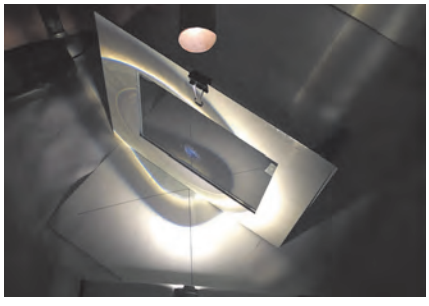
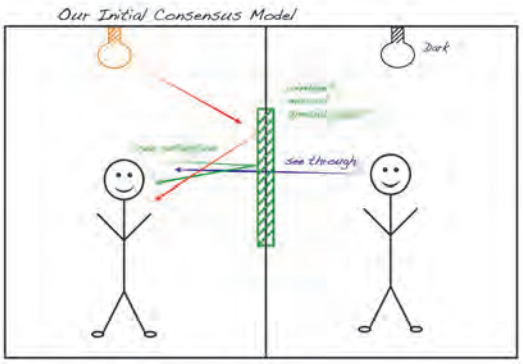
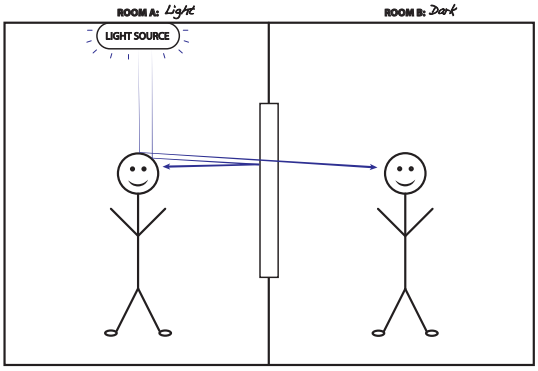
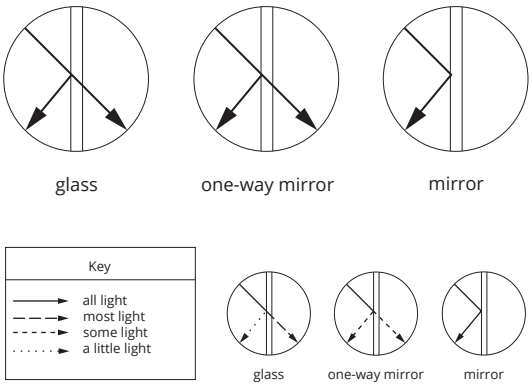
UNIT STORYLINE

Why do we sometimes see different things when looking at the same object?

How students will engage with each of the phenomena

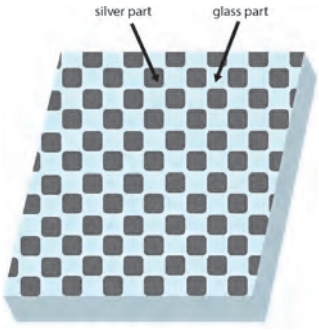
Hands-On/Lab Activities | Videos or Images | Data Sets | Readings | Computer Interactives

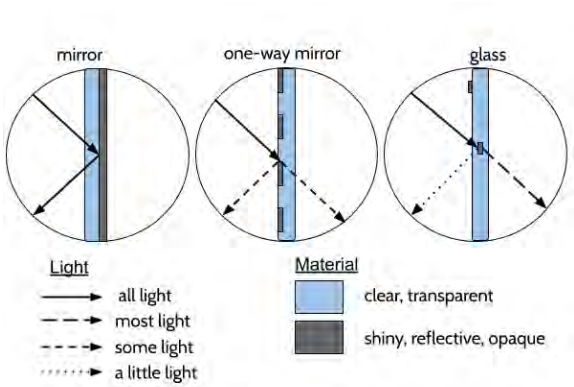
Lesson Question	Phenomena or Design Problem	What we do
LESSON 1 4 days ***How can something act like a mirror and a window at the same time?*** Anchoring Phenomenon	A piece of material looks like a mirror from one side and a window from the other side. 	We watch a puzzling video of a person who can see their reflection in what seems to be a mirror. The person doesn't see the people on the other side of the mirror, but those people can see through it like a window. We wonder how something can act like a mirror and window at the same time. We investigate the system using a box model that represents it. We develop an Initial Class Consensus Model, brainstorm related phenomena, and develop a Driving Question Board and an Ideas for Investigation chart.
Navigation to Next Lesson: We figure out that the light on the other side of the mirror-window is likely important to whether it acts like a mirror or a window. We make predictions about how switching the light from Room A to Room B will affect what is seen.		
LESSON 2 3 days ***What happens if we change the light?*** Investigation	The one-way mirror phenomenon happens when there is a difference in light between the two sides of the material. 	In this lesson, we observe the one-way mirror in and out of the box model. We move the flashlight to Room B, make both rooms light, and make both rooms dark.
Navigation to Next Lesson: We figure out that the difference in light between the rooms is causing us to see different things from either side of the one-way mirror in the box model.		
LESSON 3 3 days ***What happens when light shines on the one-way mirror?*** Investigation	Different materials reflect and transmit different amounts of light, as measured quantitatively by a light meter. 	We know that the one-way mirror acts like a mirror in a brightly lit room and acts like a window in a dark room. To figure out why it behaves this way, we compare what happens when light shines on the one-way mirror, a pane of glass, and a regular mirror. We record initial observations and then use a light meter to measure the amount of light transmitted through and reflected off each of those materials. We use a tool to develop an experimental question and then plan the investigation. We document our observations and analyze data to figure out what happens when light shines on the one-way mirror.
Navigation to Next Lesson: We think the one-way mirror acts like a regular mirror because the two materials have something in common. But, we know they are not exactly the same, since the one-way mirror lets some light transmit and the mirror doesn't.		

What we figure out	How we represent it
We figure out: • Some materials can be reflective and see-through at the same time. • Whether the material is reflective or see-through may be related to where there is a light.	
We figure out: • When we change the location of light in the box system, the phenomenon reverses. • Reflection happens on the side that is lit, while the side that is dark is see-through. • The one-way mirror phenomenon is strongest when there is a difference in light between the rooms. • Light travels in straight lines. • For us to see an object, light must leave a light source, bounce off the object, and travel in a direct path to enter our eyes.	
We wonder how the phenomenon would change if the one-way mirror material was regular glass or a regular mirror.	
We figure out: • Light travels in straight lines. (reinforcing 4th grade) • When light shines on an object, it is reflected (bounces off), transmitted (passes through), or some combination of these, depending on the object's material.	
Our next step is to try to figure out what the one-way mirror and the regular mirror have in common.	

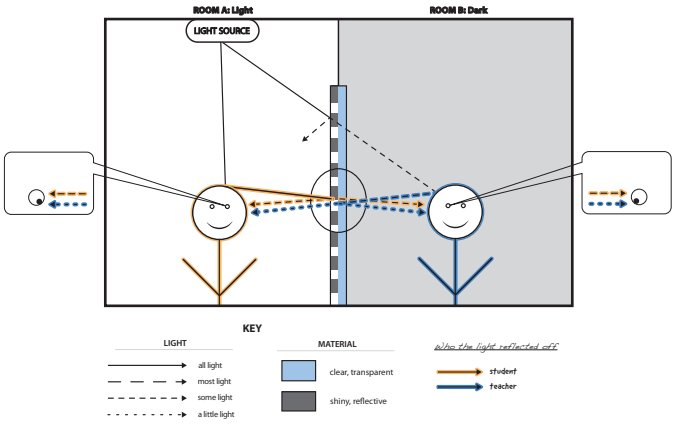
Why do we sometimes see different things when looking at the same object?

How students will engage with each of the phenomena

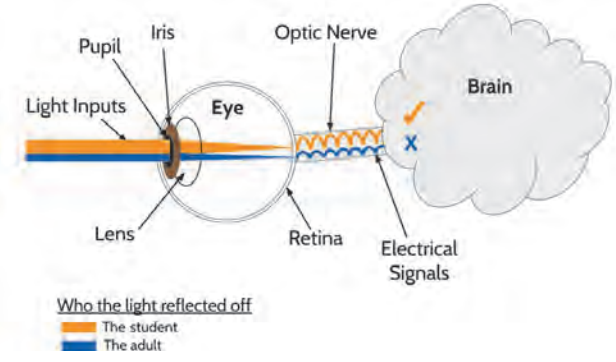
Lesson Question	Phenomena or Design Problem	What we do
LESSON 4 1 day ***How do similar amounts of light transmit through and reflect off the one-way mirror?*** Investigation	A one-way mirror has a thin silver layer compared to a regular mirror that is fully silvered and glass that is not silvered. 	We wonder how similar amounts of light transmit through and reflect off the one-way mirror. We think it has something to do with how the one-way mirror is made. We read more about regular mirrors and one-way mirrors and find out that regular mirrors have a thick layer of silver on the glass, and one-way mirrors have a thin layer of silver embedded in a plastic film on the glass. We modify a model to explain what happens when light shines on the different structures in each material.
Navigation to Next Lesson: In this lesson, we figured out that the one-way mirror is structured to transmit and reflect about the same amount of light due to half-silvering.		
LESSON 5 1 day ***How do light and the one-way mirror interact to cause the one-way mirror phenomenon?*** Putting Pieces Together, Problematizing	The one-way mirror acts as a mirror on the lit side and as a window on the dark side. 	In this lesson, we revisit the anchoring phenomenon and model interactions between light, the people, and the one-way mirror to explain why the music student and the teacher both see the music student. We realize that a little light reflects off the teacher and enters the student's eyes, which makes us wonder why the student doesn't see the teacher.
Navigation to Next Lesson: We figure out that there are two light inputs into the student's eyes: light that has reflected off the student and light that has reflected off the teacher. We wonder why the student doesn't see the teacher, and we share initial ideas.		
LESSON 6 2 days ***Why does the music student not see the teacher?*** Investigation	What we see is determined by the interactions between the light that enters the eye, the structures that make up the eye, and the brain, which processes the signals it receives from the eye through the optic nerve. 	In this lesson, we know that light has reflected off the teacher and enters the student's eyes. We wonder why the student can't see the teacher. To figure this out, we obtain more information about what happens when light enters the eye. We model how light inputs transform into signals that the brain processes to tell us what we see. We think about experiences from our everyday lives to help us explain why we see some inputs of light better than other inputs.
Navigation to Next Lesson: Now that we know how the eye and brain make sense of light inputs, we are ready to develop an explanation for the one-way mirror phenomenon.		

What we figure out	How we represent it
We figure out: • A material can have different structures, even at a microscale, that cause different amounts of light to transmit through or reflect off of it.	

We are ready to explain how the structure of the one-way mirror interacts with light to cause the one-way mirror phenomenon.

We figure out: • When light reflects off the music student and travels to the one-way mirror, about half of the light reflects off the silver structures back to the student's eyes and the other half transmits through the transparent parts to the teacher's eyes. • The light that transmits through the one-way mirror reflects off the teacher and travels to the one-way mirror. About half of that light reflects off the silver structures back to the teacher's eyes and the other half transmits through the transparent parts to the student's eyes.	

We wonder why the student doesn't see the teacher and we share initial ideas.

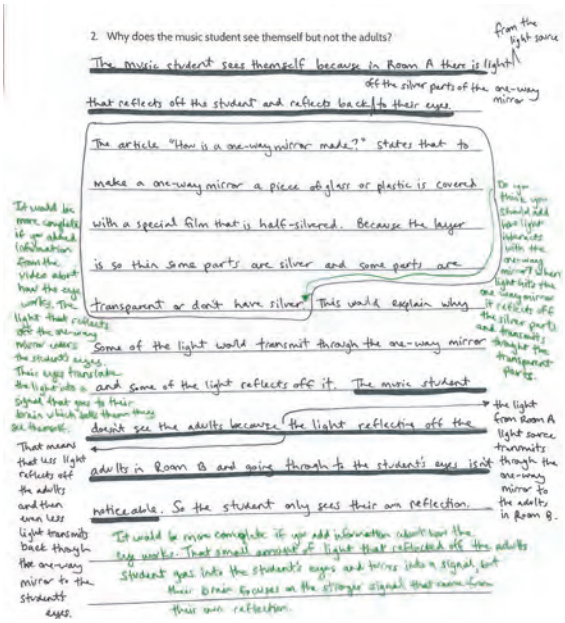
We figure out: • Light changes direction (refracts) when it travels between different transparent materials. • When a light input is detected by sense receptors in our eye, it is turned into a signal that travels along the optic nerve to the brain, which processes it into what we see. • When there are multiple inputs, the brain responds to the strongest signal.	

Why do we sometimes see different things when looking at the same object?

How students will engage with each of the phenomena

Lesson Question	Phenomena or Design Problem	What we do
LESSON 7 1 day ***Why do the music student and the teacher see the music student, but the music student can't see the teacher?*** Putting Pieces Together	The music student can see their reflection in the mirror on the lit side but cannot see the teacher. The teacher on the dark side can see the music student through the glass. 	In this lesson, we review the class models from Lessons 5 and 6, the class science ideas list, and our individual Progress Trackers. As a class, we develop a written explanation to answer the question: Why does the teacher see the music student? We individually draft an explanation to answer the question: Why does the music student see themself but not the teacher? We self-assess our explanations and give and receive peer feedback on them. We then revise a final explanation.
↳ Navigation to Next Lesson: We developed an explanation for the anchoring phenomenon and celebrated our accomplishments. In the next lesson, we will apply our model to related phenomena to see what else we can explain.		
LESSON 8 3 days ***Why do we sometimes see different things when looking at the same object?*** Investigation, Putting Pieces Together	Materials like glass can act like one-way mirrors when there is a differential in light on both sides of the glass. 	We investigate the best light conditions for the one-way mirror phenomenon to occur and decide the effect is greatest when there is a large difference in light on both sides of the material. We use this idea to investigate related phenomena. We conclude that other materials, like glass, can act like one-way mirrors in situations in which there is a similar light differential on either side of the material. We use our model and science ideas to demonstrate what we have learned on an assessment. We revisit the DQB to document the questions we have answered in the unit and to reflect on our learning.

LESSONS 1–8: 18 days total

What we figure out	How we represent it
We figure out: • The student sees themself because light reflects off the student to the one-way mirror and reflects back to their eye. This light input is the strongest signal that is processed by their brain. • The teacher sees the music student because light reflects off the music student to the one-way mirror and transmits through the mirror to their eyes. This light input is the strongest signal that is processed by their brain. • The student can't see the teacher or the teacher's reflection because the light input from those objects are weaker and the brain doesn't respond to them.	
We figure out: • Differences in light on either side of an object or material can cause us to see different things when looking at the same object or material. • The brighter or more prominent an object appears, the more light that reaches our eyes from the object.	**Science Ideas** • Light travels in straight lines. • For us to see an object, light must leave a light source, bounce off the object, and travel in a direct path to enter our eyes. • When light shines on an object, it is refected (bounces off), transmitted (passes through), or some combination of these depending on the (structure of the) object's material. • A material can have different structures, even at a microscale, that cause different amounts of light to transmit through or reflect off of it • Light changes direction (refracts) when traveling between different, transparent materials. • When multiple light inputs are detected by sense receptors in our eye, they are turned into signals. The brain responds to the strongest signals without thinking (reflex). • Differences in light on either side of an object can cause us to see different things when looking at the same object. • The brighter or more prominent an object appears, the more