

Deep ZOOM



Method, instruction strategy

Blended learning

Used features

Corinth Classroom: Deep Zoom models

Lifelique: Recommended

Key learning objectives

Scale and Measure, Investigation, Reasoning

Standards

Common Core

CCSS.Ela-Lit.

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

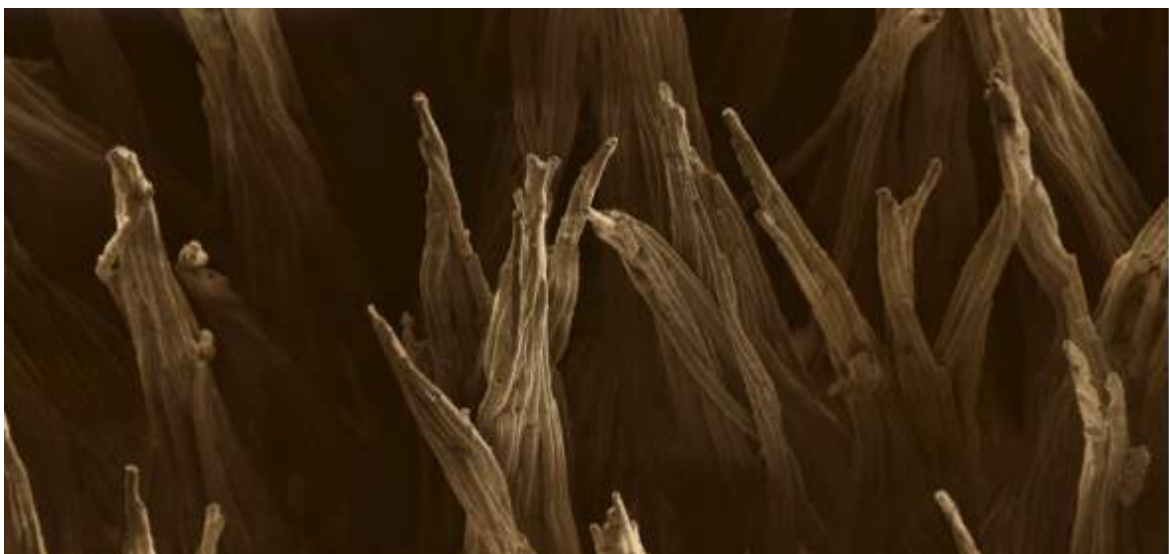


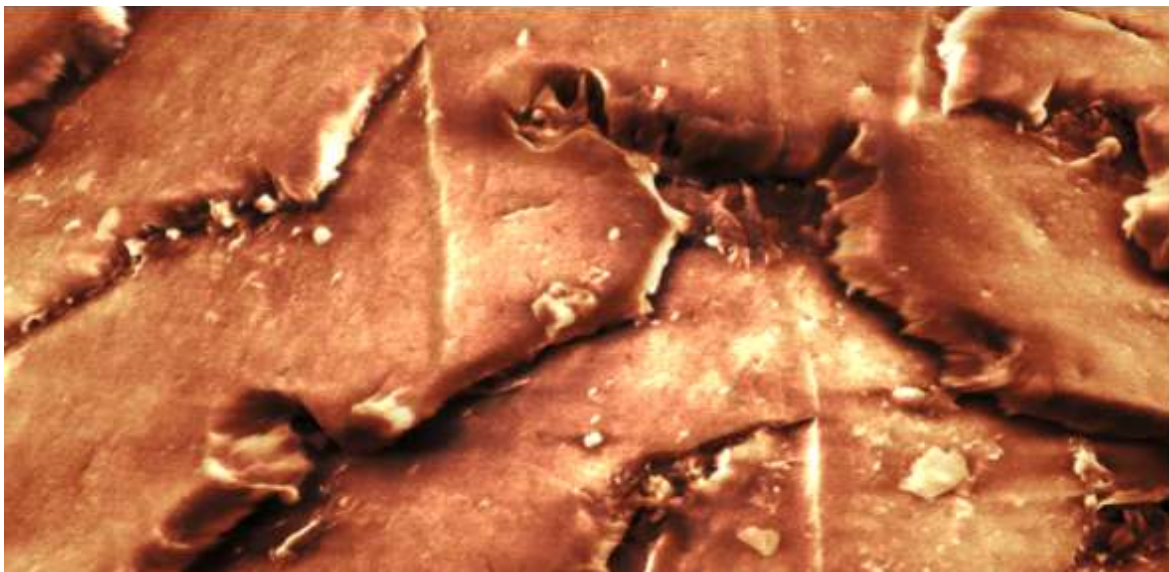
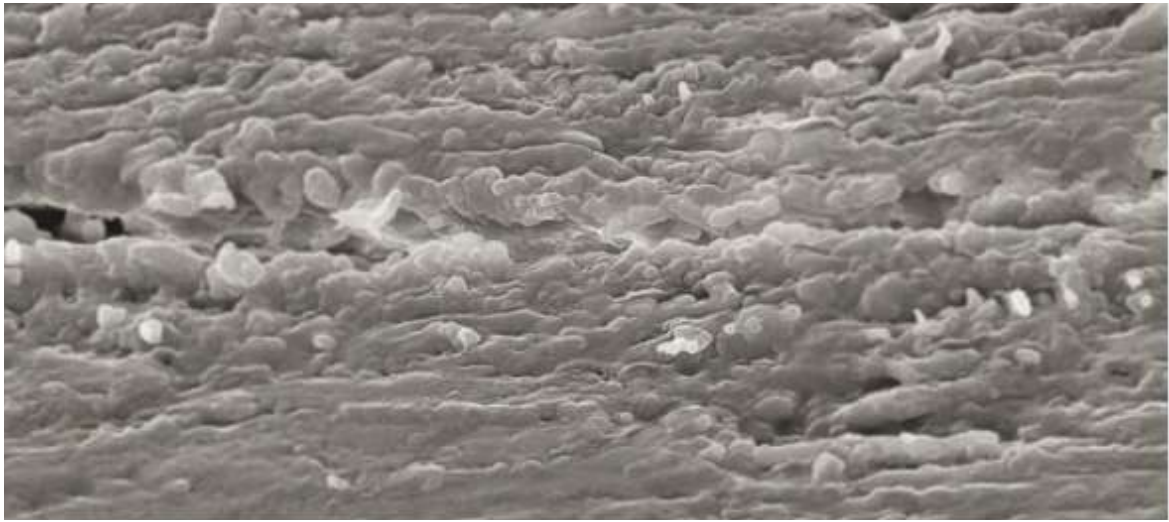
1. Introduction

We all know that sometimes things are not like they seem. What's behind the curtain and under the visible surface? This classroom tip tells you how your students can discover the microworld of things that surrounds us by examining the Corinth Classroom's Deep Zoom models on Lifelike. It will help them understand better and get deeper, literally right into the core of things. Good news is that you don't have to own a microscope.

2. Prepare Deep Zoom Screenshots

Choose related Deep Zoom models from a Corinth Classroom library and take couple of screenshots in the very close up perspective, so the students could not discover at the first sight what kind of object it could be.





3. Guess what it is?

At the very beginning of the class, start showing them screenshots you prepared. This activity can lead to funny situations because the imagination and fantasy of students is just unlimited. It's also good to use this kind of activity as an ice-breaker, to grasp the attention of your students and make them curious about the subject right from the beginning.

4. Make their reason resonate!

Even the most ridiculous guess must be backed up with student's argument. Ask the reason of their guess and teach them reasoning and critical thinking. What made them think about the picture that way?



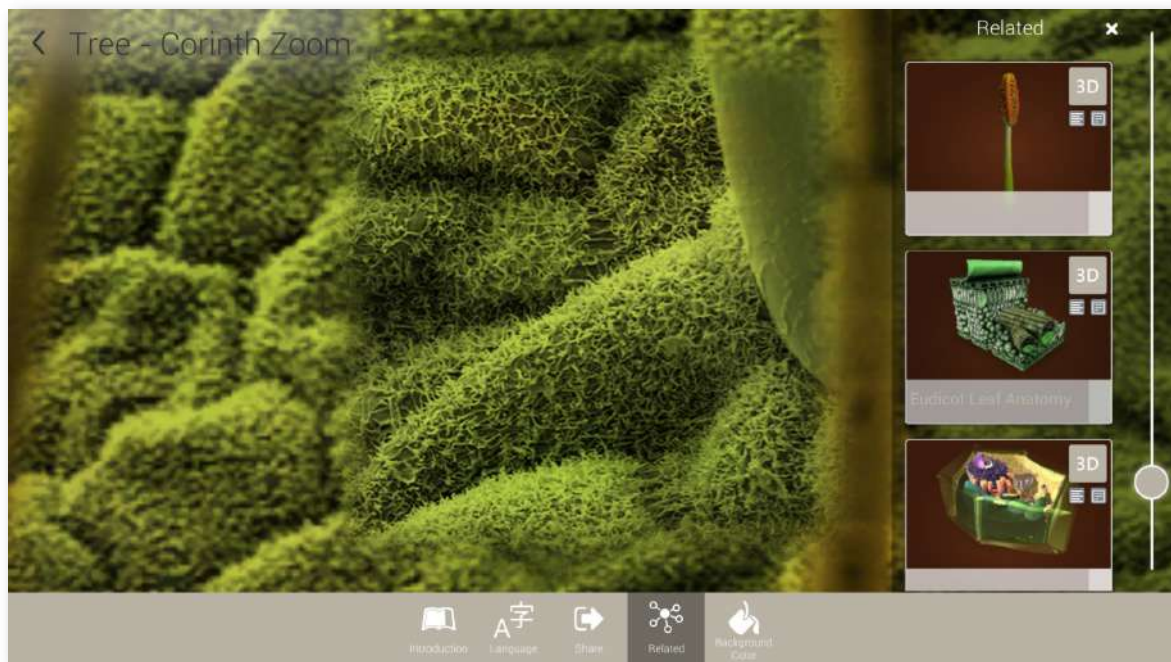
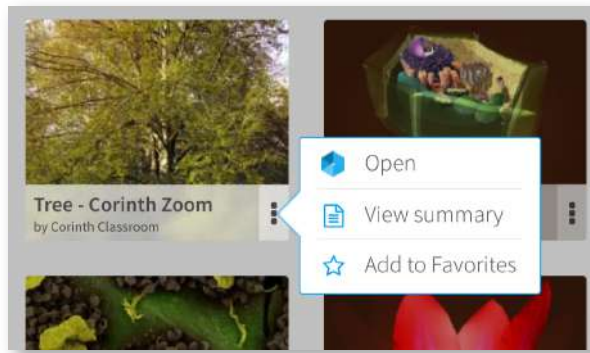
5. What is behind the curtain?

Reveal what is hiding behind the zoomed images and watch students reactions. **View and manipulate the model** to perceive it as a whole - focus on macro perspective.

Using the **Related** section in **Summary** of the model or inside the scene itself (look for the “**Related**” button).



You can pick up other models that are aligned to the model you were observing. Ask students to think about the situation where these two (or more) are related and instruct them to describe the relation.



6. Further activity

If you have the option, bring some real-life representation of the models to the class (such as ferns, fungi, lichens, moulds or certain flowers), so students can literally touch it, grow it or see it as a confirmation of the real palpable world. You can also let them compare the zooms from Human Anatomy with their own body parts (hair, nails, teeth) or stones and crystals with the zooms in Geology library.

