FSC PROGRAM DESCRIPTION
1506 - Capcom Go! The Apollo Story

Grade Level: 5th grade

Instructor: Lambert

Location: Planetarium

Type: Single Visit

Capacity: 275

Length: 45 Minutes

Program Description

On July 20th 1969, 600 million people around the world gathered to witness a historic moment of human achievement broadcast live from the Moon. "That's one small step for man, one giant leap for mankind" Neil Armstrong. The world celebrated as the astronauts took their first steps on the Moon. But few people were aware of just how huge an effort it had taken to get them there. These Apollo 11 astronauts were just 2 of nearly 400,000 people who had worked over ten years towards this goal. But how did they do it? What did it take to put humans on the Moon?

Georgia Performance Standards

SS5H6 Describe the importance of key people, events, and developments between 1950-1975.

d. Discuss the significance of the technologies of television and space exploration.

S5E1. Obtain, evaluate, and communicate information to identify surface features on the Earth caused by constructive and/or destructive processes.

a. Construct an argument supported by scientific evidence to identify surface features (examples could include deltas, sand dunes, mountains, volcanoes) as being caused by constructive and/or destructive processes (examples could include deposition, weathering, erosion, and impact of organisms).

Vocabulary

Space Exploration, Space Race, Moon, Aeronautics, Erosion, Craters, Mountains, Gravity

Learning Targets	Success Criteria

Students will understand how the Cold War between the United States and the Soviet Union created a competitive challenge to conquer space.	Students can accurately describe how the United States and the Soviet Union attempted to prove to have the best technology and economy through efforts of the space race.
Students will learn how to identify physical features of the Moon and how they are similar to Earth's surface.	Students can identify lunar landforms such as craters and mountains and how they are similar to Earth's features.
Students will compare craters on the Moon to craters on the Earth.	Students can explain why the Moon's features change at a much slower rate than the Earth's.

Science Cross Cutting Concepts

		
Students identify how both the United States and the Soviet Union would make decisions in the space race as a response to the other country's actions.	Students will understand the Moon has been shaped by collisions of celestial objects and the craters left behind remain on the Moon longer because of the lack of erosion.	Students will understand the Moon has similar geographical features, such as mountains and valleys, as the Earth.

Science and Engineering Practices

		
Students ask questions about the Moon's geographical features based on their observations and data.	Students use evidence from the Earth's surface and the Moon's surface in order to construct an argument comparing the changing of the physical features.	Students are able to analyze events from the space race in order and explain how these events affected technology and economic growth in the United States in the mid 20th century.

Pre-Visit Activities

An introduction to Cold War: Space Race: https://www.ducksters.com/history/cold_war/space_race.php

Post-Visit Activity

Create a timeline of the space race events. Label which events belonged to the United States and which belonged to the Soviet Union.

Write a persuasive essay explaining which country "won" the space race.

Related Videos

David Scott tests Galileo's theory of gravity by dropping a hammer and feather on the Moon during the Apollo 15 mission: https://youtu.be/Oo8TaPVsn9Y?si=uC6Cdb9t6rZIrWad

Brian Scott explores dropping a hammer and feather in the largest vacuum on Earth: https://youtu.be/E43-CfukEgs?si=r8L0PGgR6nzfkOiP

Roles & Expectations

Students

- Students are expected to be respectful, ask questions, remain engaged, and avoid distractions like cell phones.

FSC Instructor

- Prior to the program, the FSC Instructor will communicate with the classroom teacher to develop a schedule and to share the roles and expectations.

Classroom Teacher

- The Classroom Teacher is an integral part of the class, and the Classroom Teacher's attentiveness is essential to the success of the program.
- The FSC Instructor is a guest presenter; therefore the normal classroom duties and responsibilities remain with the Classroom Teacher.
- Facilitate FSC Instructor and student interactions, prompting students for participation when appropriate.
- After the program, please complete the FSC Program Evaluation Survey using the link or QR Code below.

FSC Program Evaluation Survey Link:

https://forms.office.com/r/CSCkZYqxjY