

# Apollo/Moon Activities

**Exhibit:** Moon and Lunar Landscape

**Location:** Third floor

**Ties to other exhibits:**

Lunar phases, seasons, eclipses

**Pre-visit:**

Students will prepare for the planetarium visit by reading a picture book about the Apollo missions to the Moon. They should discuss what it took to get there and back.

## Activities

**Objective:** Students will learn what specific technologies were required for the Apollo program to succeed and what the timeline looked like for completion of the project. They will choose from the projects listed below to demonstrate what they have learned.

**Directions:** Have students choose a project from the list below and collect the necessary information at the Clark Planetarium to complete the project. Have students attach a hand drawn diagram to either activity and present it before the class. If desired, assignments can be extended to 1 or two pages of explanation.

- 1) Have students make a list of all the visible technologies that were critical to the Apollo program and write a one to two paragraph description of the technologies role in getting us to the Moon.
- 2) Have students work alone or in a group to develop a timeline for the Apollo program. Then, write a one to two paragraph summary of the program based on the timeline.

**Directed questioning:** What was the mission of Apollo? What is a spacesuit and why was it important? How was it constructed? Are the rocks on the floor of the Moon exhibit really moon rocks? Are there any real moon rocks here? Is the picture on the exhibit of the Moon and Earth to scale? What size and distance information does this give us?

**Ties to history and language arts:**

The Apollo program itself. What else was going on in the world during the Apollo program? How did that impact what the US was doing with its space program? What was the USSR doing?



# Apollo Timeline

**Directions:** Use the timeline provided. Draw vertical lines onto the timeline and write out what event occurred at each time. Put the date on the bottom and the event on top.



Select two events on the timeline that you think are the most important and either draw the events or state why you think it is important in the boxes below. (Draw a line from the event on the timeline to the appropriate box.)

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