

THE RACE TO LAND ON THE MOON



OVERVIEW

This lesson sets the scene for the study of the Lunar Discs, and gets students to think about the contexts and history leading to the collection of the Lunar samples in the loan boxes.

By considering the events of the space race, role playing taking a moonwalk, and considering the actions of the astronauts, students will have a greater understanding of the significance of the lunar samples.

CURRICULUM LINKS

History - discussing significant events.

Communicating ideas.

Placing events on a timeline.

Literacy -giving and explanation for a choice.

WHAT YOU NEED

A5 Space race PowerPoint

5.1 Space race timeline (printed A3, one for each group)

5.2 Timeline picture cards (printed and cut out)

5.3 Things to take to the Moon

Apollo 11 Introduction video

Moon-themed music or audio of the moon landings



STARTER

Each group of 4 or 5 students, needs an A3 printed timeline and a set of space race events cards. Get the students to match the events to the dates on the timeline.

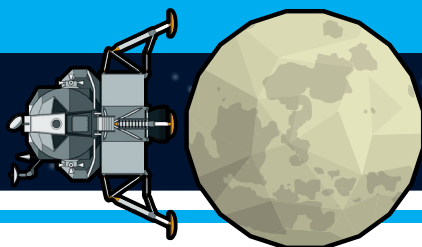
Once they have completed the task, go through the timeline PowerPoint, asking students what they think comes next. You can also split the class into America and the Soviet Union, getting them to cheer every time their nation has a Space Race Achievement. Discuss as a class the different events and those they think are most important and why. Focus specifically on the Russian and American space firsts.



5.1 Timeline picture cards

5.1 Space race timeline





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MAIN ACTIVITY

Scene setting: Ask the class to imagine the most exciting event in their life so far.

What have they stayed up late to see or do?

What did they spend days talking to their friends and families about?

How did it feel to be so excited? Explain that in 1969, the Moon Landings were the most exciting thing to happen in the lives of many people. Watch the 'Apollo 11 introduction' video and explain that families stayed up all night glued to small black and white TV screens to watch this amazing, unique achievement. To this day only 12 men have walked on the Moon.

Role play: How would it feel to be Neil Armstrong and Buzz Aldrin as you were just about to step out of your lander and become the first people to step foot on an airless, low gravity world?

As a class get all children to imagine getting ready for their own space mission putting on imaginary space boots, stepping into the space suit, pulling on the helmet, attaching the gloves etc. Switch on the oxygen, open the hatch and take an imaginary space walk. While students do this, play Moon themed music, or the audio of the moon landings (download).

Working in pairs or threes ask children to talk about the feelings the astronauts may have had before the mission took place, during the landing and once they landed on the Moon successfully. Students can use the feelings cards to help them convey how they think the astronauts felt.

Children should now write/ draw a list of the 5 most important articles they would want to take with them to space if they were an astronaut. Make sure students think about the weight and size of the items they would want to take, which are the most important and why. You may wish to say air and food is already taken care of.

5.3 THINGS TO TAKE TO THE MOON

During the Apollo missions, astronauts were allowed to take some personal items with them. These included photographs, a gold brooch and even golf balls and clubs.

If you were going on a mission to the Moon, what 5 items would you take with you? Give a reason for why you would take each item.

ITEM 1	ITEM 2	ITEM 3	ITEM 4	ITEM 5
WHY?	WHY?	WHY?	WHY?	WHY?

THINGS TO TAKE TO MOON

5.3 Things to take to the Moon

Extension/homework idea: Students write a postcard home about their mission to the Moon.



PLENARY

Discuss children's priorities for items they need/ want for space. In pairs and using the '5 things to take to space' sheets, students list the 5 most important things that they would want to take with them. For this activity

you can assume that air and food are taken care of. As a class, compare these lists and try to come up with a whole class top 5 items to take to the Moon. This could then be made into a poster or a display to tie in with the topic.