



OVERVIEW

This lesson is designed to generate discussion in students regarding the common Lunar conspiracy theories.

Through looking at statements, analysing the reliability of the sources, and critically analysing the comments and applying scientific principles, students will come to their own conclusions about whether the US really did land on the Moon.

CURRICULUM LINKS

Critical thinking.

Analysing sources for reliability.

Any theory must be tested and peer reviewed.

WHAT YOU NEED

A10 Moon conspiracies PowerPoint

10.1 Moon hoax briefing sheet (one per student)

10.2 Statements sheets (one set, printed and cut in half)

10.3 Conspiracies analysis worksheet (two per student)

10.4 Evidence cards (one set per group of 4 – cut out)

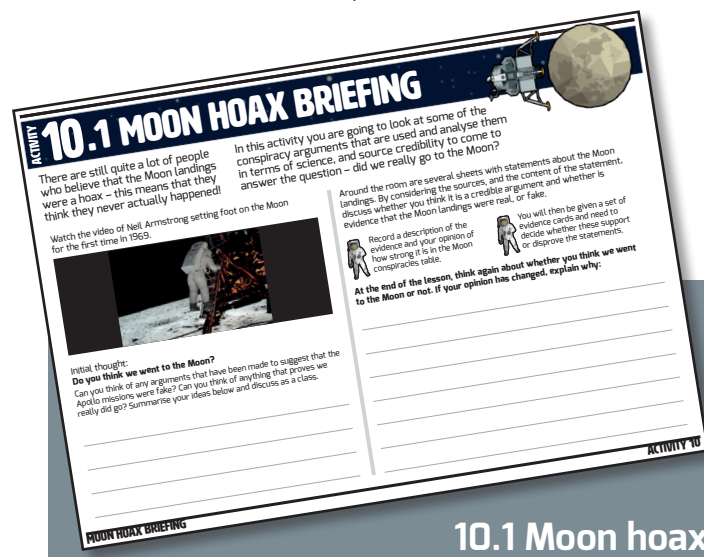


STARTER

Show students the first 5 slides of the Moon conspiracies powerpoint to set the scene of the space race within the cold war.

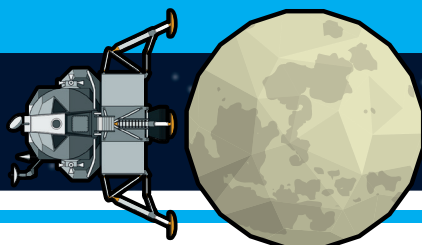
Explain that there are some people who believe that the US never did successfully land on the Moon, and in this lesson they are going to investigate some statements to decide whether they are in support of, or against the Moon landings, and to think about the reliability of the sources.

Ask students whether they think we did go to the Moon and why and fill this in on their sheet.



10.1 Moon hoax briefing

MOON CONSPIRACIES



MAIN ACTIVITY 1

Analysing the statements: Working in pairs, students go around the room and read the conspiracy statements. They discuss the statements and sources, and summarise these in their tables, deciding whether the statement is for or against the lunar landings.

Once they have done this, show the statements summary PowerPoint slide. Give each student a post it note and ask them to stick in on the statement that they think is the most compelling. Compare the whole class results and discuss.



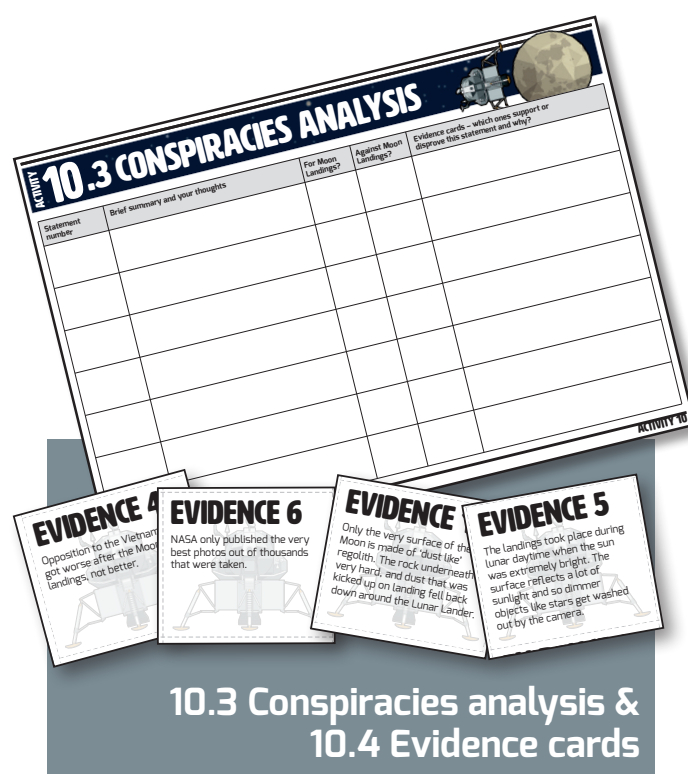
MAIN ACTIVITY 2

Applying the evidence: Get two pairs to work together as a group of 4.

Now hand out the evidence cards and ask the students to read through them, deciding which of the statements these cards support or disprove and filling their answers in on the table. In their pairs they should now discuss which of the statements are most compelling in the light of new evidence.

Again, bring up the statement slide and again ask students to place a post-it note on the most compelling statement.

Discuss any changes.



PLENARY

Mythbusting: Run through the slides on mythbusting the three most common Moon conspiracies using scientific reasoning and working with the class to establish explanations.

If there is time, show the

Mythbusters clips to support the explanations. Finish with asking the class what their view is now on the Moon landings and discuss whether any one's view has changed in the face of ideas and evidence.