The Space Race: Then and Now the New Recruit

WebQuest Description: This quest is to research and understand the significance of the Cold War Space Race and the future of space travel.

Grade Level: 9-12

Curriculum: Social Studies

Keywords: Part 1. Apollo, Armstrong, astronaut, artificial satellite, Cold War, cosmonaut, Kennedy, Launch, lunar, moon, Space Race, Sputnik Part II. Moon Colonies, future travel, Virgin Galactic, Virgin Spaceport, moon tourism, NASA moon return, space travel

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Introduction

The “Space Race” was a competition between the United States and the Soviet Union to be the first nation to master space exploration. This rivalry brought about many new, and progressive, ideas for space travel and exploration for years to come.

Tasks

You will perform this assignment in groups of two. Part I Imagine that you are a new recruit for the Elementary School Space Race Team. Your mission, should you choose to accept it, is to learn as much as you can about the first space race. Learning this information will ensure your success in the new space race. From this WebQuest you will learn: Who were the national participants in the space race? What was the starting reason for the race to space? What were the names of the astronauts and cosmonauts who were able to orbit the moon? What was Neil Armstrong’s most famous phrase? What was President John F. Kennedy’s most famous moon quote? What were the names of the space vehicle that were used during the space race? From what year to what year did the space race occur? What were some of the positive results of the race for space? Part II You will learn about the next step in space exploration and what is next to come from the National Aeronautics & Space Administration (NASA). How will the United States travel to outer space, and what types of vehicles will we use in the future? You will also learn: What is Virgin Galactic? What is meant by space tourism? What was the starting reason for the return to the moon? When is NASA going back to the moon? What was the name of the first civilian built rocket to dock with the International Space Station?

Process

Part I First you will need to pair up with a partner recruit. One of you will be responsible for the accomplishments and misfortunes of the United States the other will be responsible for Russia.2. The two of you will be creating a PowerPoint presentation time line form the beginning of the cold war until the end of the Space Race. 3. Your presentation will be in chronological order according to year and order of events. The slides of the presentation should be alternating between you and your partner. 4. You can use as many different resources as you need to complete your assignment. 5. Within your presentation you and your partner must use every key word at least once. 6. There should be at least ten (10) slides and at least five (5) images.

RESOURCES:
Nasa.gov-Go to http://www.nasa.gov/In the right bottom corner click “History and People” In the middle white section go down to “First Saturn V Rollout Began an Era of Exploration” Click and read through this section. Space Race History-Go to http://spaceracehistory.tripod.com/Click on each tab in the navigation bar to the left to read through Space Race history. Search Engines Use may use any search engines to define and use each key word listed above. (Google, Bing, etc.) Part II NASA is planning to go back to the moon and build a new space station. Civilian space travel is also believed to be viable. NASA will be using it as a weigh station for vehicles to use before going to Mars and other galactic destinations. The desire for space travel is still as prevalent today as it was throughout history. For this part of the assignment, you will need to write a 350 word essay summarizing any future space travel from NASA’s moon plans and businesses such as Virgin Galactic.
The race to the moon was an exciting time for not only America, but for mankind. By acquiring this knowledge of our astronomical and aeronautical past, as well as our present astronautic aspirations, you can better prepare for your role in our future. While you only imagined to be joining the High School Space Race Team, you have amassed an impressive beginner's knowledge and surely would have been made a cadet! The exciting thing about this assignment is that it is based on reality. There really are opportunities to build rocket ships and leave Earth's atmosphere for a more literal "Dancing with the Stars!" You only have to want to work for it. Great work, "Cadets."

**Teacher Page**

This WebQuest aims to teach students about the history of the multi-national space race during the Cold War time period of the 1960's as well as what the future will bring. This quest serves as a scavenger hunt, mainly, with an essay that addresses what is to come in the future. Since students have different ideas and thoughts of what will or might happen in the coming years, the essay will enhance the experience and make it personal.

**Standards**

Applicable State/National Standards

Arizona State Standards for Grades 9-12 (extracted from the Arizona Department of Education website):

Social Studies
World History
Strand 2
Concept 1: Research Skills for History

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 1: U.S. History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

High School

PO 1. Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.

PO 2. Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).

PO 3. Formulate questions that can be answered by historical study and research.

PO 4. Construct graphs, tables, timelines, charts, and narratives to interpret historical data.

PO 5. Evaluate primary and secondary sources for:
   a. authors’ main points
   b. purpose and perspective
   c. facts vs. opinions
   d. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective)
   e. credibility and validity

PO 6. Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.

PO 7. Compare present events with past events:
   a. cause and effect
   b. change over time
   c. different points of view

Credits
www.nasa.gov
www.virgingalactic.com

Other