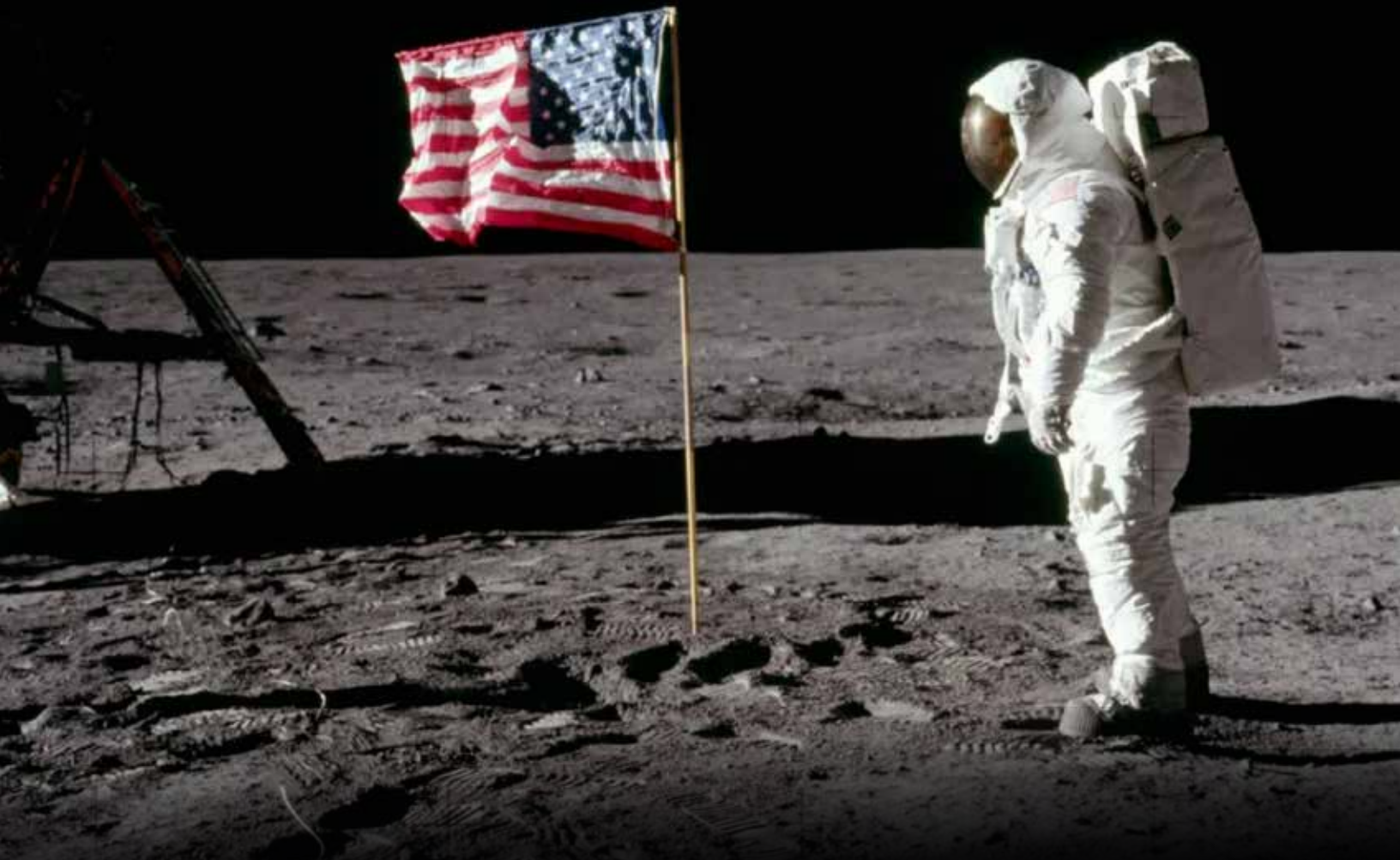


THE MOONWALKERS

A JOURNEY WITH TOM HANKS



MIDDLE SCHOOL CURRICULUM GUIDE

FLORIDA STATE STANDARDS ALIGNED



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Apollo 11 lift-off, from an automaton

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EXERCISE	SUBJECT	TOPIC	Pg No.
Mission Journalist	Language Arts	Informational Writing, Research, Artemis Program, Journalism	PG. 18
Design a Sustainable Lunar Habitat	Science	Engineering Design Process, Lunar Environment, Space Exploration	PG. 20
Mission Planning	Mathematics	Mission Planning, Budgeting, Engineering	PG. 26
Design an Artemis Mission Patch	Visual Arts	Graphic Design, Symbolism, NASA Mission Patches, Design Process, Visual Communication	PG. 28



WELCOME

Welcome to the education guide accompanying
The Moonwalkers: A Journey with Tom Hanks.

Designed for students ages 11–14 and aligned with Florida’s Grade 8 Science, English Language Arts, Visual Art and Mathematics Standards, this guide provides engaging lessons, activities, and resources to enrich the learning experience before and after viewing the exhibition.

Students will analyze historical events, evaluate engineering solutions, interpret scientific data, and communicate evidence-based conclusions. These activities encourage critical thinking while connecting classroom learning to one of humanity’s greatest technological achievements.

We hope this experience inspires the next generation of explorers, encouraging students to dream big and develop a lifelong interest in science, technology, engineering, mathematics (STEM), creativity, and space exploration. Perhaps for one student, this journey will become a core memory that sparks a passion for reaching beyond the stars.

ABOUT THE MOONWALKERS: A JOURNEY WITH TOM HANKS

Narrated and created by Tom Hanks, **The Moonwalkers: A Journey with Tom Hanks** is an immersive experience that offers a unique perspective on humanity's past and future voyages to the Moon.

The experience tells the story of the Apollo missions that landed astronauts on the Moon between 1969 and 1972 while also exploring the future of lunar exploration through NASA's Artemis program. Audiences are taken behind the scenes of Artemis, which aims to return astronauts to the lunar surface and pave the way for future deep-space exploration.

Using stunning large-scale projections and immersive audio, the show transports audiences on an unforgettable journey through space. Beginning on Earth, visitors travel to the Moon before returning home, experiencing four distinct chapters that explore the history, science, and future of human spaceflight.

The full experience lasts approximately **55 minutes** and is designed to be viewed from the beginning, with presentations starting every hour on the hour.

The Moonwalkers was co-written by Tom Hanks and Christopher Riley, the two-time BAFTA-nominated writer and director whose work includes acclaimed space documentaries and television programs for the BBC, Netflix, and PBS.

Tom Hanks narrates the experience, sharing personal reflections that reveal his lifelong fascination with space exploration. His narration is accompanied by an original score composed by acclaimed musician Anne Nikitin, creating a powerful and inspiring journey for audiences of all ages.



Image credit: Justin Sutcliffe

FACTSHEET 1: The Apollo Missions

Objective

Before students experience **The Moonwalkers: A Journey with Tom Hanks**, introduce them to the Apollo Program and its lasting impact on science, technology, and space exploration. Use the information below to build background knowledge and encourage classroom discussion.

The Apollo Program

Share the following overview with your students:

The **Apollo Program** was a series of NASA human spaceflight missions that achieved one of history's greatest accomplishments—landing the first humans on the Moon. The program is best known for **Apollo 11**, which successfully landed astronauts **Neil Armstrong** and **Buzz Aldrin** on the lunar surface on **July 20, 1969**.

The Apollo Program was not only a technological triumph but also a major scientific breakthrough. Each mission returned unique rock and soil samples from different locations on the Moon, helping scientists better understand the Moon's history, composition, and formation.

What Was the Apollo Program?

- The Apollo Program was a NASA initiative that sent astronauts to the Moon. There were **11 crewed Apollo** missions between **1968** and **1972**.
- The **first four missions** tested the spacecraft and equipment needed for lunar travel.
- **Six of the remaining seven missions** successfully landed astronauts on the Moon.
- The **first Moon landing** took place in **1969**, and the **last** occurred in **1972**.
- In total, **12 astronauts** walked on the Moon. They explored the lunar surface, conducted scientific experiments, collected Moon rocks, and brought them back to Earth for study.



Image credit: NASA

What Spacecraft Were Used During the Apollo Program?

- NASA developed the **Apollo Command Module**, which carried **three astronauts** to and from the Moon. The crew cabin was about the size of a compact car.
- The **Lunar Module** was designed to carry **two astronauts** from lunar orbit to the Moon's surface and safely return them to the Command Module in orbit.
- NASA used two types of rockets during the Apollo Program: the **Saturn IB** and the **Saturn V**.
- The **Saturn IB** was a **two-stage rocket** used during the early Apollo missions to test the spacecraft in Earth orbit. Standing about as tall as a **22-story building**, it helped prepare astronauts and equipment for future lunar missions.
- The remaining Apollo missions used the more powerful **Saturn V**, a **three-stage rocket** capable of sending astronauts to the Moon. Standing approximately **36 stories tall**, it remains one of the most powerful rockets ever built.

When Did Humans First Visit the Moon?

- **Apollo 8** was the first crewed mission to travel to the Moon. Although it did not land, it became the first mission to orbit the Moon before safely returning to Earth. Apollo 8 completed its historic lunar orbit on **Christmas Eve, 1968**.
- **Apollo 11** made the first successful Moon landing on **July 20, 1969**. The crew consisted of **Neil Armstrong, Buzz Aldrin, and Michael Collins**. Armstrong and Aldrin landed on the Moon while Collins remained in lunar orbit aboard the Command Module.
- Neil Armstrong became the **first person to walk on the Moon**, famously saying, "That's one small step for man, one giant leap for mankind."
- **Apollo 13** became one of NASA's most famous missions after an in-flight explosion prevented a planned Moon landing. NASA successfully guided the astronauts around the Moon and safely back to Earth. Their remarkable journey inspired the award-winning film **Apollo 13**.

FACTSHEET 1: The Apollo Missions

How Did Astronauts Land on the Moon?

- Apollo missions launched aboard the **three-stage Saturn V rocket**. The first two stages lifted the spacecraft into space, while the third stage propelled it toward the Moon.
- Once in lunar orbit, the **Lunar Module** separated from the **Command Module**. Two astronauts descended to the Moon's surface while the third astronaut remained in orbit.
- During the final three Apollo missions, astronauts used the **Lunar Roving Vehicle (Lunar Rover)** to travel across the Moon and explore a larger area. The rover was specially designed to fold and fit inside the Lunar Module during launch and was left on the Moon after each mission.
- After completing their work, the astronauts returned to the **Lunar Module**, launched back into lunar orbit, and docked with the Command Module. They transferred back into the **Command Module**, leaving the Lunar Module behind.
- Finally, the crew traveled back to Earth. The **Command Module** re-entered Earth's atmosphere and splashed down safely in the ocean, where recovery ships retrieved the astronauts.

Discussion Questions

Use these questions to guide classroom discussion before the experience:

- Why do humans explore space?
- What challenges do astronauts face during space travel?
- Why was the Apollo Program an important milestone in history?
- How has space exploration changed our understanding of Earth and the Moon?
- What challenges did astronauts overcome to reach the Moon?
- Why do scientists continue to study the Moon today?
- How do you think the Apollo missions inspired future programs like NASA's Artemis missions?
- Compare Apollo with Artemis.

Extension

Analyze President John F. Kennedy's "We Choose to Go to the Moon" [**speech*](#).

***Refer to Space-Related Education Resources on Pg. 36**

BEFORE A TRIP

AFTER A TRIP



PEOPLE WHO WALKED ON THE MOON

AS PART OF THE APOLLO PROGRAM

THE MOONWALKERS

1969-72

Apollo 11
21.07.1969

COMMANDER
Neil A. Armstrong

LUNAR MODULE PILOT
Edwin E. 'Buzz' Aldrin

Apollo 14
05.02.1971

COMMANDER
Alan P. Shepherd

LUNAR MODULE PILOT
Edgar D. Mitchell

Apollo 16
21.04.1972

COMMANDER
John W. Young

LUNAR MODULE PILOT
Charles M. Duke

BEFORE A TRIP

AFTER A TRIP

IN THE CLASSROOM

Apollo 12
19.11.1969

COMMANDER
Charles 'Pete' Conrad

LUNAR MODULE PILOT
Alan L.Bean

Apollo 15
31.07.1971

COMMANDER
David R. Scott

LUNAR MODULE PILOT
James B. Irwin

Apollo 17
11.12.1972

COMMANDER
Eugene A. Cernan

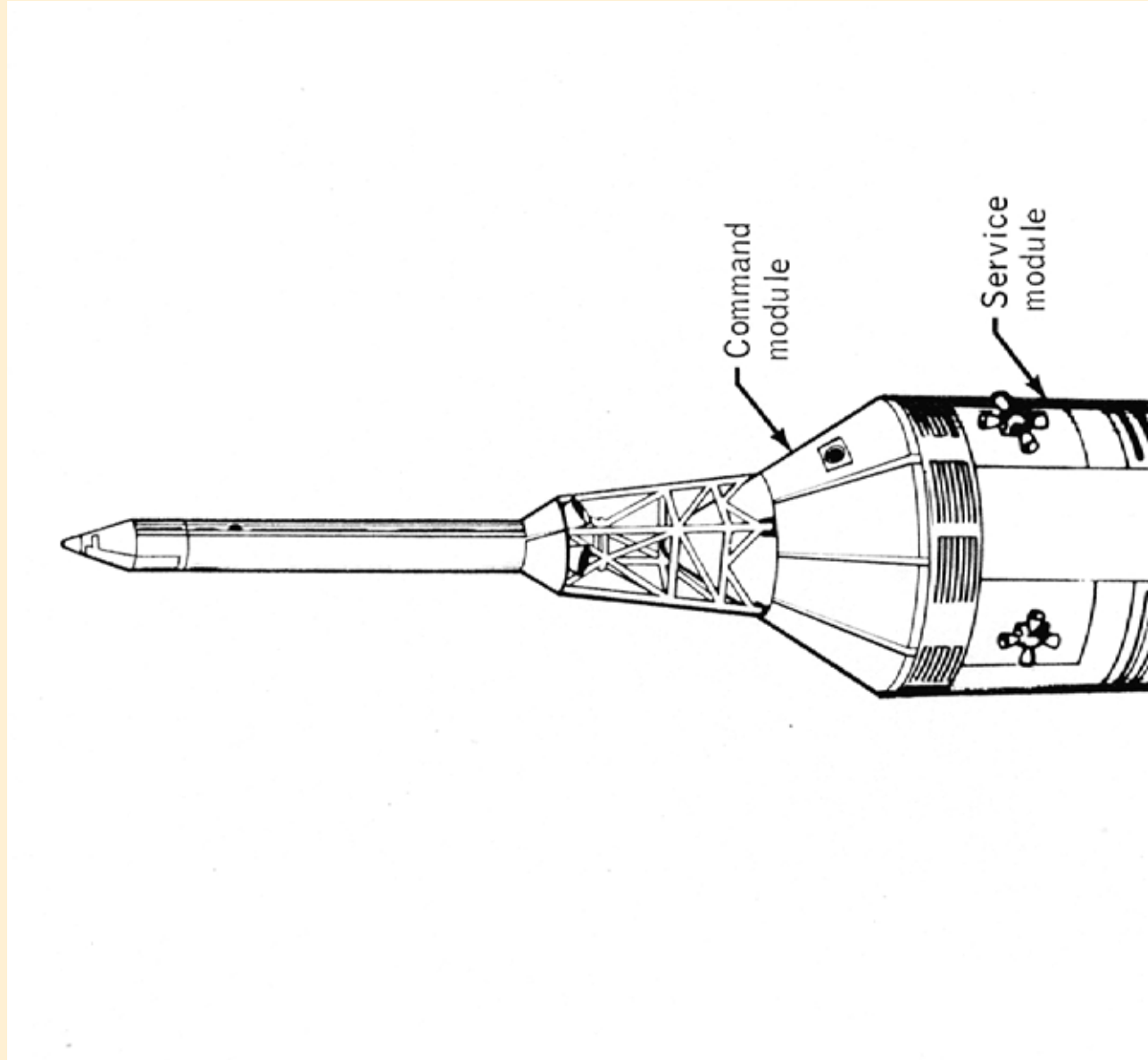
LUNAR MODULE PILOT
Harrison H. Schmitt

2025

THE FUTURE MOONWALKERS

Image credit: Justin Sutcliffe

THE ROCKET THAT PUT MAN ON THE MOON



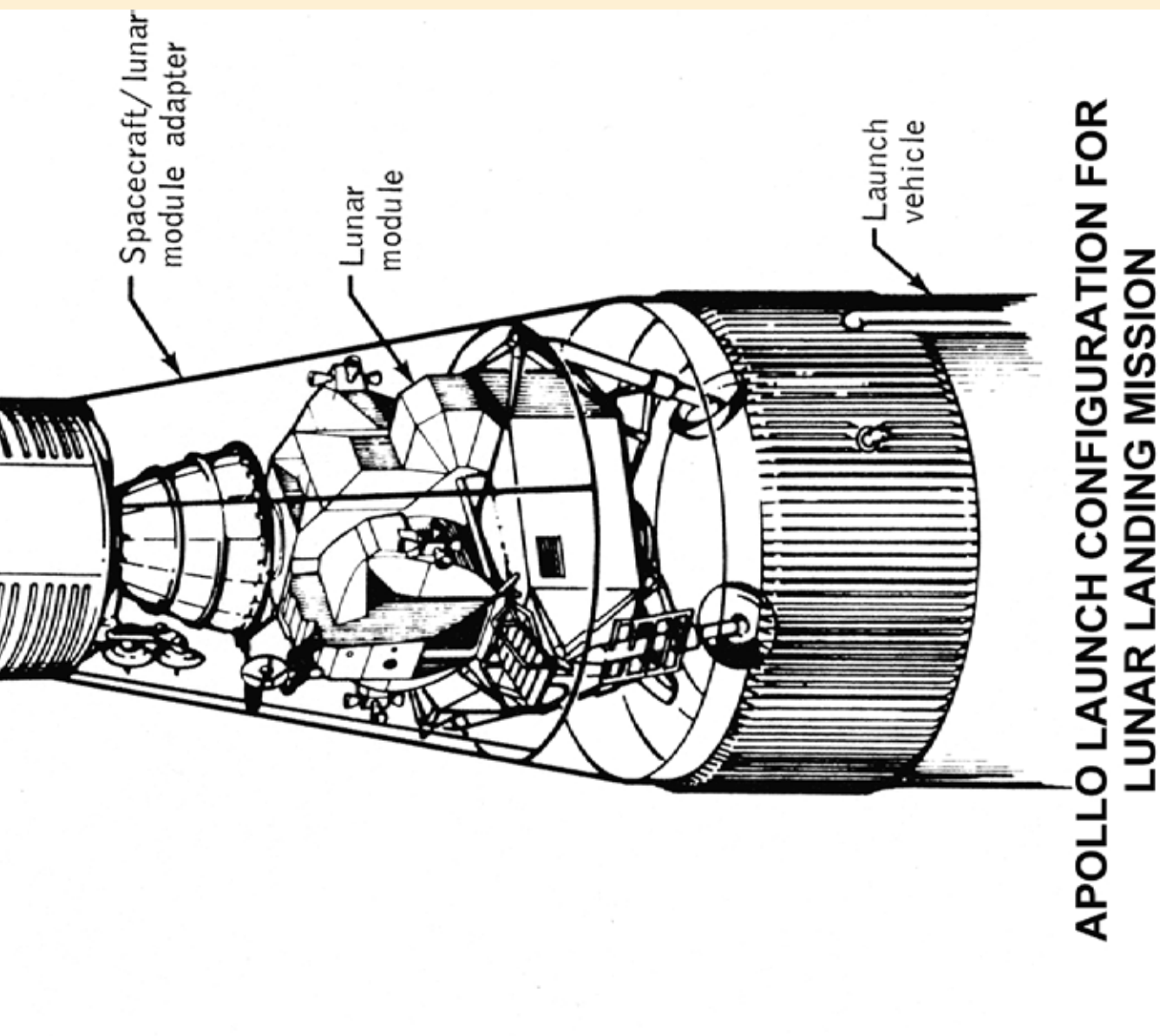


Image Credit: NASA & National Air & Space Museum

FACTSHEET 2: Life on the International Space Station (ISS)

Use the information below to introduce students to daily life aboard the **International Space Station (ISS)**. Encourage students to compare life in space with life on Earth and discuss how astronauts adapt to living in a microgravity environment.

Sleeping

Astronauts are weightless in space, so they can sleep in almost any position. On the ISS, crew members sleep in individual sleeping bags inside small crew cabins. Their sleeping bags are attached to the wall to prevent them from floating around while they sleep. Each crew cabin is designed for one astronaut and provides a quiet, private space for rest.

Eating

Astronauts have a wide variety of foods to choose from, including fruits, nuts, chicken, beef, seafood, desserts, and brownies.

Available beverages include:

- Coffee
- Tea
- Orange juice
- Fruit punch
- Lemonade

Astronauts also have access to condiments such as ketchup, mustard, and mayonnaise.

However, **salt and pepper are provided in liquid form** because loose grains would float away in microgravity.

Some foods, such as crackers and dried fruit, can be eaten as packaged. Others, including macaroni and cheese or spaghetti, require water before they can be eaten. The ISS also has food warmers to heat meals.

Because there are **no refrigerators** on the space station, all food must be carefully packaged, stored, and prepared to remain safe during long missions.



Using the Toilet

The toilet aboard the ISS looks similar to one on Earth but works very differently. Astronauts secure themselves to the toilet so they do not float away. A vacuum system uses airflow to collect waste, which is then dried and stored for disposal.

Keeping Clean

Astronauts do not take traditional showers on the ISS. Instead, they use no-rinse soap, small amounts of water, and rinse-free shampoo. Water and soap are dispensed from pouches, and towels are used to wipe away excess moisture.

Reflection

After discussing life aboard the ISS, encourage students to reflect on what it would be like to live in space for months at a time.

Students Investigate:

- How does microgravity affect the human body?
- Why do astronauts lose bone density?
- How is water recycled aboard the ISS?
- Why is psychological health important during long missions?

Discuss how food provides more than just nutrition. It can remind people of family, traditions, and home. Ask students why astronauts might enjoy eating familiar foods while living in space.



**Additional Resources
Located under
Space-Related
Education Resources
on Pg. 36**

FACTSHEET 2: Life on the International Space Station (ISS)

STEM Extension Activity

Mission to Mars: Six-Month Survival Plan

Scenario

NASA has selected your engineering team to prepare astronauts for a six-month mission aboard a space station orbiting the Moon before traveling to Mars.

Your challenge is to develop a survival plan that keeps the astronauts healthy, productive, and safe throughout their mission.

Your team must design a plan that includes:

Life Support

- Oxygen production
- Water recycling
- Food storage and preparation
- Waste management

Crew Health

- Daily exercise schedule
- Medical supplies
- Bone and muscle health
- Mental wellness strategies

Daily Operations

- Scientific experiments
- Spacewalk schedule
- Communication with Earth
- Emergency procedures

Resources

- Power generation
- Equipment maintenance
- Supply inventory
- Backup systems

Final Product

Students will create:

- A six-month mission schedule
- A labeled diagram of the living quarters
- A life-support system flowchart
- A written engineering report explaining how their design supports astronaut health and mission success
- A five-minute presentation defending their survival plan using scientific evidence

Additional Resources

Explore the educational resources on Pg. 36 to learn more about life aboard the International Space Station.

BEFORE THE EXPERIENCE - IN THE CLASSROOM

LANGUAGE ARTS

Florida B.E.S.T. Standards

- **ELA.8.R.2.1** - Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.
- **ELA.8.R.2.2** - Analyze two or more central ideas and their development throughout a text.
- **ELA.8.R.3.2** - Paraphrase content from grade-level texts. Analyze how an author develops ideas, perspectives, and arguments using evidence.
- **ELA.8.C.1.4** - Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.
- **ELA.8.C.3.1** - Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
- **ELA.8.V.1.3** - Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

Learning Objectives:

Students will:

- Identify the purpose, audience, and structure of a news article.
- Distinguish between reliable and unreliable sources.
- Develop relevant interview questions.
- Write a concise and informative lead paragraph.
- Use quotations, facts, and evidence effectively.

Classroom Activity: Mission Journalist

Objective:

Students will synthesize information from the fact sheet, immersive experience, and at least one reliable source to write an objective science-news article about Apollo 11 or another Apollo mission.

Instructions for Teachers

- **Engage (5 min):** Compare a dramatic headline with a neutral informational headline. Discuss how purpose shapes word choice.
- **Mini-lesson (10 min):** Model a news structure: headline, lead, key facts, context, evidence, quotation, and conclusion.
- **Source analysis (10 min):** Students evaluate two sources using author, date, evidence, purpose, and reliability.
- **Planning (10 min):** Students complete the *[Mission Journalist Organizer](#) and identify two central ideas.
- **Drafting (20–25 min):** Students write a 400–600 word article using at least three attributed facts and one quotation or paraphrase.
- **Peer review (10 min):** Partners check accuracy, organization, evidence, attribution, and tone.

Extension Activity:

Provide a structured paragraph frame, vocabulary bank, audio text, or reduced source set. Extend advanced learners by requiring comparison of Apollo and Artemis reporting.

***Refer to QR code located with Student Worksheets on Pg. 36**

SCIENCE

- **SC.8.E.5.10** - Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and communication of information.
- **SC.8.E.5.11** - Identify and compare characteristics of the electromagnetic spectrum such as wavelength, frequency, use, and hazards and recognize its application to an understanding of planetary images and satellite photographs.
- **SC.8.N.1.1** - Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.
- **SC.8.N.4.1** - Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.

Learning Objectives:

Students will:

- Explain why living on the Moon is challenging.
- Describe the effects of low gravity on humans.
- Investigate lunar environmental hazards.
- Apply the engineering design process.
- Design a sustainable lunar habitat.
- Support design decisions using scientific evidence.

Classroom Activity: Engineering a Sustainable Lunar Habitat

The Artemis Program will return astronauts to the Moon for long-term exploration.

Unlike the Apollo missions, Artemis astronauts will stay for weeks or months. Before this can happen, engineers must solve several scientific challenges.

Students become NASA engineers responsible for designing a habitat that will allow astronauts to safely live and work on the Moon.

Materials

- Artemis Fact Sheet
- Lunar Habitat Planning Sheet
- Large chart paper
- Colored pencils
- Rulers
- Research resources
- Sticky notes

SCIENCE

Engage (15 minutes)

Display images of the Artemis Base Camp concept.

Ask students:

Would you survive one week on the Moon?

Students brainstorm everything humans need to survive.

Record responses.

Discuss:

- Air
- Water
- Food
- Shelter
- Power
- Waste disposal
- Medical care
- Communication

Explore (20 minutes)

Students rotate through five “Mission Challenge” stations.

Station 1

Gravity

- How is the Moon’s gravity different from Earth’s?
- How might this affect astronauts?

Station 2Temperature

- Lunar temperatures range from approximately
- -280°F to 250°F.
- How will astronauts stay safe?

Station 3Radiation

- The Moon has almost no atmosphere.
- How can astronauts protect themselves?

Station 4Water

- Most water exists as frozen ice.
- How can astronauts obtain drinking water?

Station 5Power

- There are two weeks of daylight followed by two weeks of darkness.
- How can astronauts generate electricity?

Students record observations.

Explain (20 minutes)

Teacher introduces the Engineering Design Process.

1. Ask
2. Imagine
3. Plan
4. Create
5. Improve

Discuss how NASA engineers continually redesign spacecraft and habitats.

NASA Engineering Challenge

Students work in engineering teams.

Design a lunar habitat for **4 astronauts** living on the Moon for **30 days**.

Your habitat must include:

- Sleeping quarters
- Laboratory
- Kitchen
- Bathroom
- Water system
- Oxygen generation
- Food storage
- Medical station
- Airlock
- Solar power
- Communication system

Design Constraints

Protect astronauts from:

- Radiation
- Meteorites
- Extreme temperatures
- Lunar dust

Use:

- Renewable energy
- Limited supplies
- Efficient use of space.

Remain within a **30 m × 30 m footprint**.

Provide Students with *[Lunar Habitat Planning Sheet](#)

Students complete:

- | | |
|-------------------------|-------------------------|
| ▪ Mission Name | ▪ Engineering Solutions |
| ▪ Mission Objective | ▪ Materials Used |
| ▪ Crew Members | ▪ Power Source |
| ▪ Location | ▪ Water Source |
| ▪ Sketch of Habitat | ▪ Food Source |
| ▪ Scientific Challenges | ▪ Safety Features |

***Refer to QR code located with Student Worksheets on Pg. 36**

MATHEMATICS

Florida B.E.S.T. Standards

- **MA.8.AR.1.1** - Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases.
- **MA.8.GR.2.2** - Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship.
- **MA.8.AR.3.1** - Determine if a linear relationship is also a proportional relationship.

Learning Objectives:

Students will:

- Calculate travel distances using scale.
- Solve proportional reasoning problems.
- Calculate travel time.
- Develop a mission budget.
- Use mathematics to make engineering decisions.

Classroom Activity: Planning an Artemis Mission

NASA engineers perform thousands of mathematical calculations before every mission.

Before astronauts ever leave Earth, engineers determine:

- Distance traveled
- Travel time
- Fuel requirements
- Cargo weight
- Food supplies
- Water needs
- Mission cost

Materials

- Calculator
- Pencil
- Mission Planning Worksheet
- Artemis Fact Sheet
- World map (optional)

Mission Scenario

Congratulations!

NASA has hired your team to help plan Artemis IV.

Your job is to determine if your mission has enough supplies and stays within budget.

- Provide students with *[Mission Planning Worksheet](#)
- Teacher *[Mission Planning Worksheet - Answer Key](#)

***Refer to QR code located with Student Worksheets on Pg. 36**

VISUAL ART

- **VA.68.S.1.4** - Use accurate art vocabulary to explain the creative and art-making processes.
- **VA.68.H.3.3** - Create imaginative works to include background knowledge or information from other subjects.
- **VA.68.C.2.3** - Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.

Learning Objectives:

Students will:

- Analyze the symbolism found in authentic NASA mission patches.
- Explain how artists communicate ideas through visual design.
- Apply the design process to develop original artwork.
- Use color, shapes, symbols, typography, and composition intentionally.
- Present and defend artistic choices using appropriate art vocabulary.

Classroom Activity: Mission Identity and Patch Design

NASA mission patches are more than artwork—they tell the story of a mission and describe the slogan/motto. Every patch is carefully designed to represent the astronauts, spacecraft, scientific goals, and spirit of exploration.

In this lesson, students become graphic designers for NASA by researching authentic mission patches. Students will analyze typography and geometry in historical and modern NASA patches to convey a mission's core focus, brainstorm multiple design concepts, refine their ideas, and create an original mission patch for a future Artemis mission. Students conclude the project by writing an artist statement and presenting their work to the class.

Materials

- Artemis Fact Sheet
- Images of Apollo and Artemis mission patches
- Sketch paper
- Pencils
- Colored pencils, markers, or digital drawing software
- Fine-point paint markers and Sharpies
- Mixed-media - various papers
- Scissors
- Glue
- [*Mission Patch Planning Worksheet](#)
- [*Artist Statement Worksheet](#)

Essential Question

How can symbols, shapes, color, and design communicate the purpose and goals of a space mission?

Teacher Preparation

Before class:

- Print examples of current and [historical](#) NASA mission patches and display them around the room.
- Display a slideshow of Apollo and Artemis patches.
- Prepare design planning worksheets.
- Gather drawing and project materials.

***Refer to QR code located with Student Worksheets on Pg. 36**

VISUAL ART

Engage (15 minutes)

Observe past and present NASA patches and evaluate how their designs tell a story. Display several NASA mission patches without explanations.

Ask students:

- What do you notice?
- Why do you think NASA creates mission patches?
- What symbols stand out?
- What colors are used?
- What might each symbol represent?

Reveal the meaning behind several authentic patches. Discuss how every design element tells part of the mission's story.

Explore (20 minutes)

Students examine several NASA mission patches.

Using the [*Mission Patch Analysis Worksheet](#), students identify:

- | | |
|----------------|-------------------|
| ▪ Mission name | ▪ Lettering |
| ▪ Colors used | ▪ Hidden meanings |
| ▪ Symbols | ▪ Overall message |
| ▪ Shapes | |

Groups share observations.
Class discusses common design elements.

Handout - [*Art Terms/Color Reference Sheet](#)

***Refer to QR code located with Student Worksheets on Pg. 36**

Discussion Prompts

Encourage students to consider the following as they design their patches:

- If you were part of the Artemis crew, what would your mission accomplish?
- What symbols best represent exploration, discovery, and teamwork?
- Who might be part of the mission? Consider a diverse crew that could include women, people from different countries, and astronauts with disabilities.
- What future technology or spacecraft might be featured, such as the **Orion spacecraft**, the **Gateway** lunar space station, a lunar lander, or a Moon base?
- How can your design reflect the future of space exploration?

Explain (15 minutes)

Introducing the Design Thinking Process.

Step 1 - Research

What is the purpose of your mission?

Examples:

- Build a lunar base
- Search for water
- Prepare for Mars
- Study lunar ice
- Explore the South Pole

***Refer to QR code located with Student Worksheets on Pg. 36**

VISUAL ART

Step 2 – Brainstorm

Students create a planning page listing:

- Mission Name
- Possible Colors
- Mission Goals
- Possible Motto
- Possible Symbols
- Possible Shapes

Elaborate - Step 3 – Thumbnail Sketches (15 minutes)

Students create ideas for a mission patch.

Each sketch should explore:

- Layout
- Typography
- Symbols
- Borders
- Color combinations
- Shapes

Step 4 – Final Mission Patch (50 minutes)

Students create a polished final version.

Requirements:

- Design (Circular, Triangle, Diamond shaped)
- Color scheme with purpose
- Mission name
- Balanced composition
- Mission slogan/motto
- Neat craftsmanship
- At least 5 meaningful symbols

Students may complete the design traditionally or digitally.

Step 5 - Artist Statement (20 minutes)

Students complete the [*Artist Statement Worksheet](#).

Teacher [*Rubric](#)

Reflection

- What part of your design are you most proud of?
- If you redesigned the patch, what would you change?

Extension Activity:

Invite students to present their mission patches to the class, explaining the meaning behind their symbols, colors, and slogan. This activity reinforces visual communication, critical thinking, and creativity while strengthening students' understanding of NASA's Artemis program and the future of lunar exploration.

***Refer to QR code located with Student Worksheets on Pg. 36**



Gallery of human space flight mission patches from Project Mercury, Project Gemini, Project Apollo, the Shuttle Program, the International Space Station Expeditions, and SpaceX Crew Missions.

STUDENT WORKSHEETS INCLUDED

- [Mission Journalist Organizer](#)
- [Artemis Fact Sheet](#)
- [Lunar Habitat Planning Sheet](#)
- [Mission Planning Worksheet](#)
- [Mission Planning Worksheet - Answer Key](#)
- [Mission Patch Analysis Worksheet](#)
- [Artist Statement Worksheet](#)
- [Artist Statement Worksheet - Teacher Rubric](#)
- [Art Terms Reference Sheet](#)

SPACE-RELATED EDUCATION RESOURCES

- John F. Kennedy's "We Choose to Go to the Moon" speech: <https://www.jfklibrary.org/learn/about-jfk/historic-speeches/address-at-rice-university-on-the-nations-space-effort>
- NASA for Educators Grades 5-8: <https://www.nasa.gov/learning-resources/for-students-grades-5-8/>
- NASA Artemis: <https://www.nasa.gov/artemis>
- NASA Moon: <https://moon.nasa.gov>
- International Observe the Moon Night: <https://moon.nasa.gov/observe-the-moon-night/>
- NASA Space Place: <https://spaceplace.nasa.gov>
- What is the Space Launch System: <https://www.nasa.gov/learning-resources/for-kids-and-students/what-is-the-space-launch-system-grades-5-8/>
- Challenges in Space Travel: <https://cpalmsmediaproduct.blob.core.windows.net/protected/uploads/resources/170690/accessible%20version.pdf?sv=2025-05-05&spr=https&st=2026-07-27T17%3A36%3A00Z&se=2026-07-27T18%3A39%3A00Z&sr=b&sp=r&sig=J711ycOE27T4WOb9yZ3ddW8ASJ6WiF9nbfXHiYHD9UA%3D>
- Apollo Mission Patches: <https://science.nasa.gov/resource/apollo-mission-patches/>
- Artemis Mission Patch: <https://www.americaspace.com/2025/04/25/nasas-mission-patch-heritage-continues-through-artemis/>

Fact Sheet 2 Additional Resources

- What Is the International Space Station?: <https://www.nasa.gov/learning-resources/for-kids-and-students/what-is-the-international-space-station-grades-5-8/>
- Life On the International Space Station: An Astronaut's Day: <https://florida.pbslearningmedia.org/resource/nyis16-sci-lifeonboard/life-on-the-international-space-station-an-astronauts-day/>
- Space Hygiene: Showering in Space: <https://florida.pbslearningmedia.org/resource/nyis16-sci-shower/space-hygiene-showering-in-space/>
- Running in Space!: <https://florida.pbslearningmedia.org/resource/nyis16-sci-running/running-in-space/>

SCAN FOR
WORKSHEETS



Mission Control Center during Apollo 15.