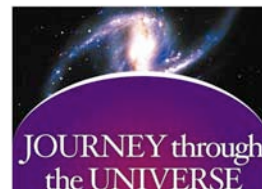




Introduction to the *Journey through the Universe* Program, the *Voyage National Program*, and the *Voyage Grade 3-4 Lessons*

1. The Programs

Journey through the Universe (<http://journeythroughtheuniverse.org>) is a national science education initiative that engages *entire* communities—students, teachers, families, and the public—using education programs in the Earth and space sciences to inspire and captivate. The initiative embraces the notion that—*it takes a community to educate a child*.



Journey through the Universe programming is tailored to a community's strategic needs in STEM education. Programming can include professional development for teachers; family and public programs; and classroom visits by a National Team of researchers to thousands of students—one classroom at a time. The cornerstone philosophy for all programming is—*inspire... then educate*.

Voyage: a Journey Through Our Solar System (<http://voyagesolarsystem.org>) is a one to ten billion scale model of the Solar System exhibition that was permanently installed on the National Mall in Washington, DC, in October 2001. The *Voyage National Program* includes the exhibition on the National Mall; replicas of the exhibition available for permanent installation in communities worldwide—designated *Voyage Communities*; a grade K-12 compendium of lessons on Solar System content—the *Voyage K-12 Curriculum*; and the full suite of *Journey through the Universe* programming available to the *Voyage Communities*. The programming is supported by the *Voyage K-12 Curriculum*.



2. The *Voyage K-12 Curriculum* - an Overview

The core objective for the *Voyage K-12 Curriculum* is to place a visit to a *Voyage* exhibition within a multi-week classroom unit on the Solar System. The *Voyage K-12 Curriculum* includes an **Education Unit** at four grade levels: lower elementary (K-2); upper elementary (3-4); middle (5-8); and high school (9-12).

Each Unit contains lessons comprised of content overviews, pre-knowledge assessment, inquiry-based hands-on activities, assessment rubrics, resource listings, student worksheet masters, and answer keys. The lessons were developed from the ground up from national science education standards and benchmarks. Each lesson targets specific core standards and benchmarks and is designed to develop conceptual understanding through activities that seamlessly integrate content and process. Lessons are instructionally designed to support facilitation of inquiry-based learning.

3. The *Voyage Grade 3-4 Lessons*

This document provides a description of each lesson and the embedded inquiry-based activities for the *Voyage upper elementary school (grade 3-4)* Education Unit. Also provided are connections to National Science Education Standards for grades K-4, and AAAS Benchmarks for Science Literacy for grades 3-5.

VOYAGE FOR EDUCATION: THE 3-4 UNIT PROGRESSION

| Lesson Title | The 3-4 Story | Activities |
|---|---|--|
| Lesson 1: Modeling Patterns & Cycles in Our Lives | Many observable phenomena are associated with predictable cycles and patterns in nature. Sometimes these phenomena are difficult to see, so we build and use models to understand cycles and patterns such as the seasons, the water cycle, or sunrise and sunset. By using the Earth as a prototype, students come to realize that similar patterns and cycles may also exist on other planets. | <i>Activity: Patterns and Cycles;</i> Students conduct an activity with three parts; first, they discuss cycles and patterns in nature, then they define and identify models, and finally they build a popsicle model of a cycle. |
| Lesson 2: Designing a Scale Model of the Solar System | Students conduct research on the planets, with emphasis on patterns and cycles, and gain an appreciation for the variation in length of year, length of day, and seasonal variation across the Solar System. To explore whether the patterns and cycles on the planets are related to planetary position in the Solar System, students create posters that can be used to mark the locations of the planets within a <i>Voyage</i> model of the Solar System. | <i>Activity: Build a Scale Model of the Planets;</i> Students create a poster for each planet that contains planetary characteristics relevant to patterns and cycles, together with a graphic representing the planet at the <i>Voyage</i> scale, and the number of paces to the next planet. At the end of this activity students are ready to lay out the <i>Voyage</i> scale model Solar System. |
| Lesson 3: <i>Voyage</i> through the Solar System | Students build the <i>Voyage</i> scale model of the Solar System on a playground and “travel” to each planet. This exercise allows students to recognize that the Sun and planets are tiny worlds in a vast space. Students also explore the similarities and differences in the patterns and cycles observable on the planets. The students come to realize that while seasonal variation (except for the length of seasons) seems independent of planet location, both the length of the day and length of the year do reflect planetary position. Students then explore why this occurs, with length of year dependent on the distance from the Sun, and length of day dependent on whether the planet is an inner Earth-like planet, an outer Jupiter-like planet, or a Pluto-like object further out in the Solar System. This experience gives students a new perspective on the Solar System, and allows them to gain a new sense of home. | <i>Activity: Voyage Through the Solar System;</i> Students construct the <i>Voyage</i> scale model Solar System and travel to each planet to explore the similarities and differences between the planets. |

CONNECTION TO STANDARDS

This Education Unit has been mapped to the National Science Education Standards (National Research Council, National Academy Press, Washington, DC, 1996) and to the Benchmarks for Science Literacy, (American Association for the Advancement of Science, Project 2061, Oxford University Press, New York, 1993). Core standards for each lesson are indicated by a “√”; related standards are indicated by an “x.”

| EDUCATION STANDARDS IN VOYAGE: A JOURNEY THROUGH OUR SOLAR SYSTEM: 3-4 EDUCATION UNIT | | | | | | | |
|--|---|---|--|-----------------------------------|-------------------------------------|-----------------------------|------------|
| | National Science Education Standards, K-4 | AAAS Benchmarks for Science Literacy, 3-5 | | | | | |
| | | Standard D: Earth and Space Science | Benchmark 2: The Nature of Mathematics | Benchmark 4: The Physical Setting | Benchmark 9: The Mathematical World | Benchmark 11: Common Themes | |
| | D2: Objects in the sky | 2A: Patterns and Relationships | 4A: The Universe | 9C: Shapes | 11B: Models | 11C: Constancy and Change | 11D: Scale |
| Modeling Patterns & Cycles in Our Lives | x | √ | | | √ | x | |
| Designing a Scale Model of the Solar System | √ | | √ | √ | √ | | x |
| <i>Voyage</i> through the Solar System | √ | | √ | x | √ | | |