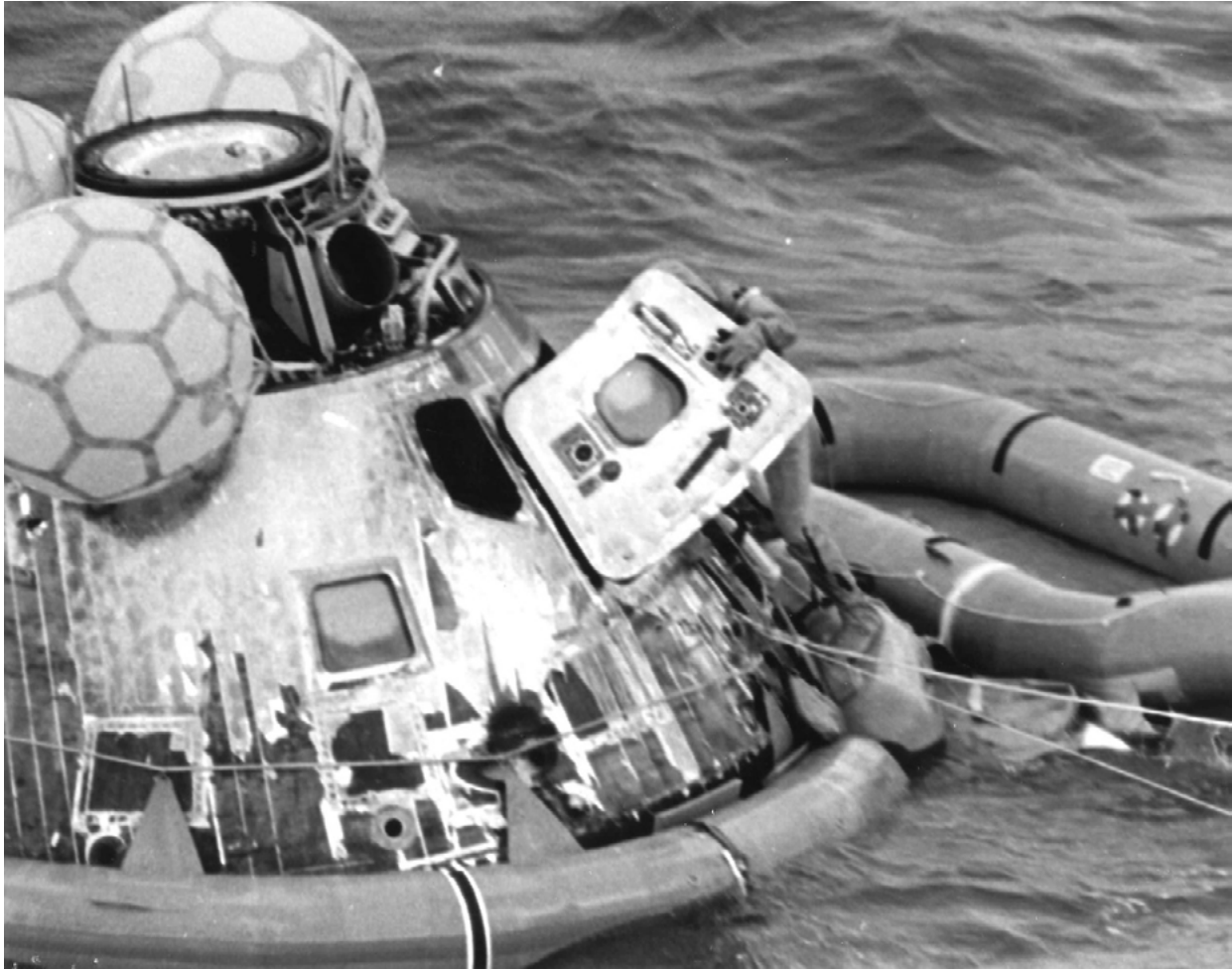




## Apollo 11 and the Space Race: Instructor's Guide



A swimmer from Underwater Demolition Team 11 opens the hatch of the Apollo 11 Command Module following splashdown on July 24, 1969 (NHHC photograph)

### Essential Question

- ✿ How and why did the U.S. Navy help reporters to cover the return of Apollo 11 from the moon?

# Instructor's Guide:

## *Apollo 11 and the Space Race*

### Duration

60 minutes (one and a half periods)

### Grades

9–12

### Subjects

- ✿ Social Studies
- ✿ U.S. History and Government
- ✿ World History

### Materials Needed

Student Packet (one per student)

### Field-Specific Vocabulary

- ✿ Apollo program
- ✿ Space Race
- ✿ Cold War
- ✿ superpowers
- ✿ propaganda

### Planning and Preparation

Classroom Arrangement: pairs or individual desks, instructor's discretion. Prior Knowledge for the instructor to have:

- Cold War
- Space Race
- Social, cultural, and political history of the United States in the 1960s

### Skills and Competencies Objectives

- Establish what is probable by reading documents closely.
- Build an argument by setting two or more sources in conversation.
- Understand how knowledge of a document's historical context (the conditions under which the document was produced) can affect the way we read the document itself.
- Use evidence to demonstrate the validity of an argument.

### Content Objectives

- Explore the historical relationship between the news media, the Space Race, and the Cold War.
- Assess the motivations for U.S. efforts to put human beings on the moon.

### Essential Question

- ✿ How and why did the U.S. Navy help reporters to cover the return of Apollo 11 from the moon?

### Sequence of Activities

The lesson (and formative assessment) is designed for one and a half class periods (60 minutes). The homework (summative assessment) is designed to take 30 to 45 minutes.

At the instructor's discretion, this lesson could be expanded to include more time for discussion and/or direct instruction. The lesson also contains an optional extension exercise for deeper engagement with the topic and themes.

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## Sequence of Activities (continued)

1. Distribute the student packets.
2. Read the context section aloud with the students and answer any questions about the space race, the Cold War, and the 1960s in the United States.
3. Put the students in groups of two or three and have them read and discuss each source selection. Working together, they should complete the worksheet (formative assessment).
4. Collect the worksheets and redistribute them in random order around the classroom. Ask the students to share answers from the worksheets in hand.
5. Return worksheets to their respective authors. Allow students to make any corrections or additions to their worksheets from what they learned during the activity (and/or discussion).
6. Explain the homework assignment (summative assessment).
7. At the next class, collect the formative (worksheet) and summative (homework) assessments.

*\*Please note: This lesson plan does not contain rubrics. The intent is for the plan to be malleable enough for integration into an existing skills-based curriculum. It is therefore recommended that the instructor use those rubrics with which the students are already familiar.*

## Assessments

Formative: student worksheet (self- or peer-assessed)

Summative: homework writing exercise (instructor-assessed)

Optional Summative for Extension Exercise: essay (instructor-assessed)

## Further Reading

Adam Bisno, "Apollo 11: The Navy's Role in the Recovery Operation," Naval History and Heritage Command, 16 July 2019, <https://www.history.navy.mil/content/history/nhhc/browse-by-topic/exploration-and-innovation/navy-and-space-exploration/apollo-11-recovery.html>.

Scott W. Carmichael, *Moon Men Return: USS Hornet and the Recovery of the Apollo 11 Astronauts* (Annapolis, MD: Naval Institute Press, 2010).

William David Compton, *Where No Man Has Gone Before: A History of Apollo Lunar Exploration Missions* (Washington, DC: NASA, 1989).

Glenn E. Swanson, ed., *"Before This Decade Is Out . . .": Personal Reflections on the Apollo 11 Program* (Washington, DC: NASA History Office, 1999).

## Learning Standards Sources

“Common Core: State Sponsored Initiative—Preparing America’s Students for College and Career,” accessed 15 April 2020, <http://www.corestandards.org/>.

National Council for the Social Studies, “National Curriculum for Social Studies: Executive Summary,” accessed 15 April 2020, <https://www.socialstudies.org/standards/execsummary>.

## Adjustments in Relation to Common Core Standards

This lesson adheres to the pedagogical adjustments required by the Common Core standards as implemented by the states. This lesson is a series of skills-based activities designed to develop students’ competencies with respect to the Common Core.

## Learning Standards

### Common Core Learning Standards in ELA and Literacy in History/Social Studies

#### For Grades 9 and 10

RH.9–10.1; RH.9–10.2; RH.9–10.3; RH.9–10.4

#### For Grades 11 and 12

RH.11–12.1; RH.11–12.2; RH.11–12.3; RH.11–12.4; RH.11–12.5; RH.11–12.7; RH.11–12.8

### Common Core Learning Standards in ELA and Literacy in Reading Informational Texts

#### For Grades 9 and 10

CR.9–10.1; CR.9–10.3; CR.9–10.4; CR.9–10.5; CR.9–10.6; CR.9–10.8

#### For Grades 11 and 12

RI.11–12.1; RI.11–12.4; RI.11–12.6

### Common Core Learning Standards in ELA and Literacy in Writing

#### For Grades 9 and 10

WHST.9–10.1; WHST.9–10.1A; WHST.9–10.1B; WHST.9–10.1C; WHST.9–10.2; WHST.9–10.2C; WHST.9–10.4; WHST.9–10.5; WHST.9–10.9

#### For Grades 11 and 12

WHST.11–12.1; WHST.11–12.1A; WHST.11–12.1B; WHST.11–12.2B; WHST.11–12.2C; WHST.11–12.4; WHST.11–12.5; WHST.11–12.9

### National Council for the Social Studies Themes

- ✿ Culture
- ✿ Time, Continuity, and Change
- ✿ People, Places, and Environments
- ✿ Power, Authority, and Governance
- ✿ Global Connections