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## 2: A Life Without Flight

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### Based on the Ohio quarter reverse



#### OBJECTIVE:

Students will explore the impact of Ohio's "aviation pioneers" on life in America.



#### MATERIALS:

- 1 large brightly colored box
- 1 sign reading, "Mystery Box"
- 1 2002 Ohio quarter
- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Ohio quarter reverse
- 1 envelope with an out-of-state postmark
- 1 piece of fruit or vegetable that is not native to the school's area
- 1 postcard from a foreign country
- 1 copy each of an age appropriate text about the Wright brothers and a text about the moon landing, such as:
  - *Taking Flight: The Story of the Wright Brothers* (Ready-to-Read) by Stephen Krensky
  - *First Flight: The Story of Tom Tate and the Wright Brothers* by George Shea
  - *One Giant Leap: The Story of Neil Armstrong* by Don Brown.
  - *Man on the Moon* by Anastasia Suen
  - *Moonwalk: The First Trip to the Moon* by Judy Donnelly
- "A Day in My Life" worksheet
- Access to a computer lab with connection to the Internet



#### PREPARATIONS:

- Wrap or paint a large cardboard box in a bright color.
- Make and attach a sign to the box that reads "Mystery Box."
- Place 2002 Ohio quarter, envelope, fruit, and postcard inside the Mystery Box.
- Make an enlarged or overhead version of the Ohio quarter reverse.
- Make copies of the "A Day in My Life" worksheet for half the class.
- Schedule research time in a computer lab for students to complete their assignment.
- Bookmark appropriate Internet sites as determined by lesson.
- Gather supplemental text resources as needed (see suggestions under "Materials").



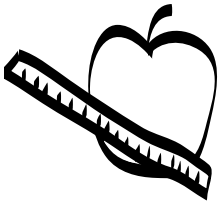
#### GROUPING:

- Whole group
- Small groups



#### CLASS TIME:

2 45- to 60-minute sessions



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## Learning about Exploration and Flight

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### CONNECTIONS:

- Social Studies
- Language Arts
- Technology
- Science



### TERMS AND CONCEPTS:

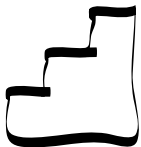
- Quarter
- Reverse
- Symbol
- Aviation
- Pioneer
- Mysteries



### BACKGROUND KNOWLEDGE:

Students should have basic knowledge of:

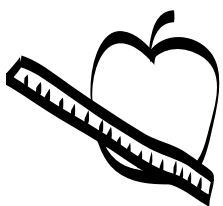
- Air and space travel
- Internet and textual research



### STEPS:

#### Session 1

1. Place in plain view of the students a box labeled “Mystery Box.” Examine the box periodically throughout the morning. When students ask you what’s in it, respond with, “You’ll have to wait and see.”
2. When you’re ready for the lesson, bring the box to the front of the classroom and ask the students whether they noticed it. What made them curious? Tell the students that they can look into the box, but first ask: “Who would look into the box if they thought it might have something spooky in it? Who would look into the box if they thought it might have something dangerous in it?”
3. Introduce the Ohio quarter by taking it out of the Mystery Box. Tell the students that the coin highlights some people who were curious about the unknown, just like they were with the Mystery Box.
4. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Ohio quarter reverse.



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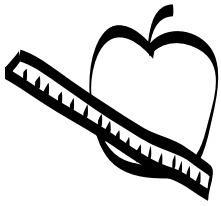
# A Life Without Flight

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5. In small groups, have students discuss the symbols on the coin's reverse. Ask the students what types of things they think interested the people on the quarter. (They should guess ideas relating to flight.) Explain that several famous people from Ohio knew that flight and space travel were dangerous, things that no one had ever done before, but they were brave and still wanted to learn all they could about these topics.
6. Take a letter with an out-of-state postmark, a fruit or vegetable that is not native to the school's area, and a postcard from a foreign country out of the Mystery Box and pass them around. Ask, "What do these three things have to do with the Ohio quarter?" Depending on the student responses, discuss how easily each item is available because of the work of the Wright Brothers of Ohio (only Orville was born there, but both worked there).

## Session 2

1. Briefly review what the students know about the Wright Brothers (Who were they? What did they do to make these advancements to our lives possible?) If necessary, have students read and discuss related stories such as those listed under "Materials."
2. Ask the students to think about what our lives would be like if people like John Glenn and Neil Armstrong (two other aviation pioneers from Ohio) had never explored the mysteries of outer space. How would our lives be different if space had never been explored?
3. Use visuals to demonstrate the evolution of aviation and space travel. Explain that many items that were developed specifically for and as a result of space travel have improved people's lives here on Earth.
4. As a class, brainstorm and post a list of items that space travel may have given society.
5. Distribute the "A Day In My Life" worksheet to your students.
6. In small groups, have students read through the story, then use the Internet to find and underline as many items as they can that were developed or improved as a direct result of space travel. (Bookmark Internet sites that list "NASA spinoffs" for student use.)
7. Regroup and review the students' results. Review the ways in which the world has changed since the Wright Brothers' flight.



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# A Life Without Flight

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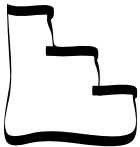
## ENRICHMENT/EXTENSIONS:

Since so few newspapers picked up the story when the Wright Brothers made their first flight, have the students write a news article about the importance of this flight and how man's ability to fly has changed the way we live our daily lives.

Have students write a creative story about what life would be like without flight.

Have students develop a timeline of advancements made since the beginning of the United States' space program.

Have students create information booklets about their findings to share with primary students.



## DIFFERENTIATED LEARNING OPTION:

Incorporate visuals with the "A Day in My Life" story to help non-native English speakers build their vocabulary.

## HPC CONNECTIONS

Did your students have fun with this coin activity? Then why not try the HPC Teacher Feature "Coins in Space," where they will write creatively about the Ohio quarter? Find it in the "Teachers" area.



NAME \_\_\_\_\_

DATE \_\_\_\_\_



# A Day in My Life



## INSTRUCTIONS:

Read the story. Research the products printed in **bold** type to see whether they were developed as part of the space program. Underline all the ones that were.

I woke up this morning to the sound of my **alarm clock** ringing. I got up and took a **shower**. When I was done, I put on my **jeans**, a **t-shirt**, and my brand new **shock-absorbing sneakers!** I was so hungry that I ran downstairs to get breakfast.

Sometimes when mom cooks pancakes, the **smoke detector** goes off, but today breakfast was just **orange juice**, **cereal**, and some **dehydrated fruit**. It sure looked better than the **enriched baby food** that my mom was feeding my baby brother!

Before I left for school I checked the **weather forecast** and found out that it was supposed to snow! I put on my **coat** and **thermal gloves** to keep warm, and my **boots** just in case I had to walk home in the snow!

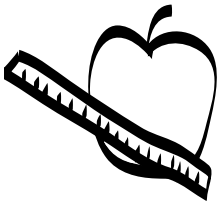
At school, my teacher said that we would be going to the **computer** lab. That's my favorite room in the school—it has

**ergonomic chairs** and the monitors have **flat-panel screens**. While we were in the lab, it started to snow. Then the principal announced over the **intercom** that school was being closed early.

When I got home, my parents were at work, and I forgot to turn off our **security system**. Boy, did it make a lot of noise! I watched **TV** for a little while, but then my mom came home. She told me to get out a **pencil** and do my homework.

After dinner, I used a **joystick** to play **video games** before getting ready for bed. My mom reminded me to put plenty of **toothpaste** on my **toothbrush**. As I was putting on my **pajamas**, I remembered I had to write this story for homework, so I did.

After all the space-age products I used today, maybe I will think about traveling in space as I fall weightlessly asleep.



## “A Day in My Life” Answer Key

Underlined words have been developed as part of the space program.

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# Ohio Quarter Reverse

