

## Day 2 Your Age on each Planet

### Math

## How old are you really???

Materials:

- Calculator

This activity uses the idea of birthdays to describe the length of each planet's orbit. A day represents how many times the Earth rotates on its axis and a year is how many times the Earth goes around a star (the Sun). However, these times only apply to this planet. These times are different on each planet! So, if you go to another planet, you might be over 100 or maybe not even 1 years old yet (depending on the planet)!

What to do:

You will be calculating how old you are on each planet by completing the chart below.

### **How old are you today?**

Days = \_\_\_\_\_ Months = \_\_\_\_\_ Years = \_\_\_\_\_

Total age in days = # days + (# Months x 30) + (# years x 365) = \_\_\_\_\_

Example:

$$5 \text{ years, 5 months, and 12 days} = (365 \times 5) + (5 \times 30) + 12 = \underline{1987 \text{ days}}$$

Age on the planet = your age in days / Length of a year

$$\text{Mercury} = 1987 / 88 = \underline{22.6 \text{ years old!}}$$

Planet	Length of a year (in Earth days)	Your age (in days)/ the length of a year	Age on this planet (in years)
Mercury	88 days		
Venus	225 days		
Earth	365.25 days		
Mars	687 days		
Jupiter	*11.8 years		
Saturn	*29.4 years		
Uranus	*164 years		
Neptune	*248 years		

*\*Convert this to days!!!*

## Day 2: Important People in Astronomy

### Science

- Using your notebook or an online journal
- Choose a different person from the list from Day 1 Science and create a journal entry about why they were important in the space program.
- List of astronauts: Ellen Ochoa, Kalpana Chawla, Sally Ride, Mae Jemison, Guion Bluford, Alan Shepard

# Day 2: Map Analysis, Louisiana Purchase

## Social Studies

### Louisiana Purchase Map of 1803

Library of Congress, Geography and Map Division

**Directions:** Explore the high-resolution print of the Louisiana Purchase. Read the narrative written within the map for additional information and background knowledge. Throughout questions 2-4, imagine that you are the President of the United States in the early 1800s.



Online Version: <https://bit.ly/2Cu8Cfk>



### LOUISIANA PURCHASE, 1803.

In 1763 at the close of the French and Indian Wars France ceded to Spain all French territory west of the Mississippi River, also the Island and city of New Orleans.

In 1800 Spain returned the same territory to France.

In 1803 the United States purchased the Louisiana Territory from France for \$15,000,000.

In 1818 the northern boundary was determined by treaty with Great Britain.

In 1819 by treaty with Spain the southwest boundary was fixed as follows: From the Gulf of Mexico up the Sabine River to the 32nd parallel, north to the Red River, up the Red River to the 100th meridian, north to the Arkansas River, following the Arkansas River to the Rocky mountains, north to the 42nd parallel, west to the Pacific Ocean.

### FLORIDA PURCHASE, 1819.

In 1763 Spain ceded Florida to England in return for Havana which had been captured by England.

In 1783, at the close of the Revolutionary War, England ceded Florida to Spain.

In 1795 by treaty with Spain the disputed boundary of West Florida was fixed at the 31st parallel.

After the purchase of Louisiana the United States claimed West Florida as a part of Louisiana.

By the treaty of 1819 for \$5,000,000 Spain sold East Florida to the United States and gave up all claim to West Florida and the Oregon Country while the United States gave up all claims west of the Sabine River.

## Initial Presidential "Exploration Questions"

1. From which country did the United States acquire the Louisiana Territory in 1803?
2. As President of the United States who just signed off on the purchase of this land, what are the types of information that you would now want to know about it?
3. What do you think you should warn any expedition traveling through this new purchase about? Explain and defend why you made these selections.
4. What tools and resources would you want them to take with them, remembering that it is the early 1800s and many modern tools and conveniences had not yet been invented.
5. As this expedition would be going into lands that the United States government knew little about at the time, what qualities would you want in this group? Why?

## Day 3: Mood, Tone, and Space Exploration

### English Language Arts

#### Analyzing Mood

#### President John F. Kennedy's 1962 Rice University Speech

Full Text: <https://www.rice.edu/jfk-speech>

**Directions:** You have already analyzed tone in the previous selection. Now we are going to work to build on that knowledge to extend our learning and applications to mood within the same speech.

Remember from our learning that **mood** describes the emotions that YOU, the reader, feel while you are reading a piece - or, as you're listening to a speech. **Mood** is similar to tone, but this time, it is about YOU. How does the author make YOU feel? Angry? Sad? Motivated? Inspired? There are many possible moods, as was the case with tone, and you might feel many emotions throughout different chapters or sections of a work or speech.

Consider the following lines as practice identifying **mood**:

**Selection:** *Those who came before us made certain that this country rode the first waves of the industrial revolutions, the first waves of modern invention, and the first wave of nuclear power, and this generation does not intend to founder in the backwash of the coming age of space.*

Mood: \_\_\_\_\_

Why did you select this as the mood for this phrase/line?

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**Selection:** *To be sure, we are behind, and will be behind for some time in manned flight. But we do not intend to stay behind, and in this decade, we shall make up and move ahead.*

Mood: \_\_\_\_\_

Why did you select this as the mood for this phrase/line?

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**Selection:** *Well, space is there, and we're going to climb it, and the moon and the planets are there, and new hopes for knowledge and peace are there. And, therefore, as we set sail we ask God's blessing on the most hazardous and dangerous and greatest adventure on which man has ever embarked.*

Mood: \_\_\_\_\_

Why did you select this as the mood for this phrase/line?

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Now, consider the three lines you read once again. Did there seem to be a trend in the mood that you felt throughout the speech? Why do you think that Kennedy tried to set up the mood in that manner?

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