

Create an Exploring Machine

Teacher Information

Background Information

Explorers like Voyager and Galileo are machines used to extend the *powers of observation* (sense organs) of humans beyond the bonds of Earth. Lacking the experience and resources to launch astronauts deep into the solar system, unpiloted interplanetary probes were developed to go in the astronaut's place. It should be no surprise that these space probes began to take on human qualities.

Materials

Student Sheet (1 copy per student)

Procedure

1. Students will work in pairs.
2. Each team will work together to match the spacecraft part with its corresponding part of the human body.

Answers to Student Worksheet

- | | |
|---------------------------------|--------------------------------|
| <u>Solar Panels</u> | 1. Humans: Food/Water |
| <u>Bus</u> | 2. Humans: Body/Torso |
| <u>Computer</u> | 3. Humans: Brain |
| <u>Electrical Wiring</u> | 4. Humans: Nerves |
| <u>Blankets</u> | 5. Humans: Skin |
| <u>Rocket motors;Fuel tanks</u> | 6. Humans: Legs |
| <u>Fuel Lines</u> | 7. Humans: Blood Vessels |
| <u>Booms</u> | 8. Humans: Arms |
| <u>Camera</u> | 9. Humans: Eyes (sense organs) |
| <u>Scan Platform</u> | 10. Humans: Neck |
| <u>Communications Antennae</u> | 11. Humans: Ears/Mouth |

Word Bank

Bus
Blankets
Fuel Lines
Scan Platform
Solar Panels
Computer
Communications Antennae
Booms
Electrical Wiring

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Student Sheet

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Objective:

To understand how spacecraft act as substitutes for humans in exploring space.

Instructions: Match the human body part to the spacecraft part.

_____ 1. Humans: Food/Water

_____ 2. Humans: Body/Torso

_____ 3. Humans: Brain

_____ 4. Humans: Nerves

_____ 5. Humans: Skin

_____ 6. Humans: Legs

_____ 7. Humans: Blood Vessels

_____ 8. Humans: Arms

_____ 9. Humans: Eyes (sense organs)

_____ 10. Humans: Neck

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