

INSPIRATION4

COVER STORY



INSIDE THE CREW DRAGON

This SpaceX craft launches into orbit this month. Astronauts are doing everything they can to prepare.

LEXILE: 1010L (810L alternate reading level)

SOCIAL STUDIES (NCSS) STANDARD: Science, Technology, and Society

COMMON CORE (CCSS) STANDARDS: RI.6-8.1, RI.6-8.3, RI.6-8.9, W.6-8.2

ENGAGE THE READER

Before students read the article, have them watch a short video about the Inspiration4 mission, located at the bottom of the article at [timeedge.com](https://www.timeedge.com). Ask students to take notes identifying 1) who is going on this mission, 2) the mission's purpose, and 3) key details about what the astronauts will do in space. Discuss findings as a class. (For all of this week's space-themed articles, you may wish to start by using the "TFK Explains: Inspiration4" lesson on page 2 of this guide.)

QUESTIONS FOR CLOSE READING AND DISCUSSION

- Inspiration4 is the first all-civilian orbital mission. Why is that significant? How might it change space travel?
- How is the *Dragon* different from older space capsules? How might its design affect the pilot's experience?
- The astronauts have trained for this mission for months. What have they been trained to do?
- Would you travel to space on the *Dragon*? Why or why not?

EXTEND LEARNING

Challenge students to work in small groups to create a visual presentation about the *Dragon* spacecraft. It should be for people who have not read the article. Students might seek out more photos of the *Dragon*'s interior and link them together with explanatory text. Another option is to have students draw their own pictures and diagrams based on details in photos and from the article. The presentation should give the viewer as full an understanding of the Inspiration4 mission as the article would. Students will decide which details to represent visually and which to describe in text.

When the projects are completed, invite the groups to share them with the class. Have students include an explanation of their design decisions, along with their presentation of the project's content.

COVER STORY QUIZ + ANSWER KEY

The cover quiz can be found on page 3 of this guide.
For the Google Forms quiz, click [here](#).

1. **B** (RI.2) 2. **C** (RI.1) 3. **B** (RI.5) 4. **A** (RI.1) 5. **D** (RI.3)
6. **C** (RI.4) 7. Answers will vary. (W.8)



TFK EXPLAINS: INSPIRATION4

Here is what you need to know about the Inspiration4 mission.

LEXILE: 1050L (870L alternate reading level)

SOCIAL STUDIES (NCSS) STANDARD: Science, Technology, and Society

COMMON CORE (CCSS) STANDARDS: RI.6-8.1, RI.6-8.3, SL.6-8.1

BEFORE READING

Tell students that this explainer provides the background information they'll need for reading this week's articles "Inside the *Crew Dragon*" and "Meet the Crew." Before students read the explainer, ask for volunteers to share out what they already know about the topic of space exploration and how it is expanding beyond NASA. On the board, take note of key details that individuals share. Prompt, when needed, with questions such as: What do we know about the history of space exploration? Are there any other companies racing to get to space? What do we know about SpaceX?

DISCUSSION QUESTIONS

- How is Inspiration4 different from other space missions?
- What is the value in sending nonprofessional astronauts into space?
- Was the article's question-and-answer format helpful to you? Why or why not?



THE EDUCATORS WHO SAVED A PANDEMIC SCHOOL YEAR

Meet the educators who went above and beyond.

SOCIAL STUDIES (NCSS) STANDARD: Individuals, Groups, and Institutions

COMMON CORE (CCSS) STANDARDS: RI.6-8.1, SL.6-8.1, W.6-8.2

BEFORE READING

Ask students to name a teacher or school staff member who went to great lengths to ensure students' success. Then ask what made this person exceptional. As students read the article, have them note the exceptional qualities of those featured.

DISCUSSION QUESTIONS

- Why did Glenda Moton want her students to write about their experiences? What would be in your pandemic book?
- Why do you think school-bus drivers were included in a list of educators? How did they help save a school year?
- Do you agree with Karalee Wong Nakatsuka that classrooms are a safe place to share stories? Why or why not?

CLOSING ACTIVITY

Challenge students to write a profile of a person who helped them cope with the experience of going to school during a pandemic. The person could be someone who works at their school, a parent or caregiver, or a friend. Have students interview that person to learn more about them and to gather quotes. Students might use the TIME profiles as a guide for writing an effective beginning, middle, and end.