



From the desk of

Michael Griffin, PhD

Head Administrator

INTERNAL MEMO

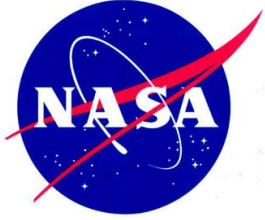
May 5, 2206

Attention: Drs. _____

I have recently received a notice from the federal government confirming that NASA will be given funding to develop and execute a plan to colonize one of the other planets in our solar system. However, since the amount that we are being given is only enough to colonize one planet, we must decide which one we are to focus our efforts on. I am therefore forming a Planetary Colonization Task Force, which you will lead. I will need detailed reports on each of the planets in our solar system before I can make a decision. To help ensure that all members of the task force gather all needed information, I have included Planetary Colonization Criteria forms with this memo; please use these forms to guide you in developing your presentations.

I have scheduled a meeting to take place five days from now, where we will discuss the findings that you present and decide which planet is best suited for colonization.

Mike



Planetary Colonization Criteria

Planet Name:

When Discovered:

Order (among the Planets):

circle one: Inner Outer

Distance from Sun: _____ km; _____ mi.

Distance from Earth: _____ km; _____ mi.

Atmosphere: Yes No (If No, skip to Climate)

Gases Present (list types):

Gravitational Force:

Moon(s) name(s):

Climate

Minimum Temperature:

Maximum Temperature:

Wind Intensity:

Evidence of Water circle one: 100% 75% 50% 25% 0%

Evidence of Storms- describe:

Terrain

Flat Ground (circle one): Majority Some Very Little None

Mountains (if yes, give names):

Volcanic Activity - describe:

Signs of life

If yes, describe:

Travel

In a rocket that can travel 15,000 mph, how long would it take to get to this planet from Earth?

Supplies

On separate sheets of paper, list some of the items that a colony would need to bring with them to this planet in order to survive.

The Final Frontier

Bethany L. Turner, Dericka Y. Deloney, Jason W. Haensly

Design

On a separate sheet of paper, draw what a colony would look like on your planet. Label the important parts, and make sure to include what the surrounding landscape would look like.

Galactic Address

A friend in a distant galaxy wants to send you a letter about her trip to the planet they decided to colonize. A regular address has to be specific so the letter gets to you. Complete your Galactic Address maps 1 through 8. Next, fill in your address from the answers found on each map on the envelope. Don't forget the zip code!

The Final Frontier: Box Chart

<p><u>Facts</u> (What we know right now)</p>	<p><u>Questions</u> (Based on current knowledge)</p>
<p><u>Hypotheses</u> (Based on facts and questions)</p>	<p><u>Learning Issues</u> (What we need to learn)</p>

The Final Product: The Final Frontier Game Board

Develop a game board with space shaped tokens, minimum 20 trivia questions 4 x 3 in., etc. (similar to Monopoly or Sorry, etc.), scoring cards, user friendly instructions. The game must be on a sturdy board (can use an old board game, cover with your information), words neatly written (prefer typed) on board and trivia questions. Include accurate information, symbols, and graphics on game board; include opportunities for player having to loose a turn, or go back steps, pay off someone, etc. Create a container for game and all pieces. Create a cover for the game and includes creators name. Important concepts to be included: The sun, the planets, galaxies, supernovas, planetary information, comets, meteors. Other information can be included on these trivia cards.

Up to four students can work on this project.

These games will be played the last week of school.

Your peers will also grade you on your game!

Checklist:

- ___ Minimum 20 trivia questions 4 x 3 in
- ___ Sturdy game board with accurate information, symbols and graphics. Be creative!
- ___ Container with catchy title & creators names.
- ___ Spaced shaped tokens for up to 5 people
- ___ User friendly detailed instructions.
- ___ Neat and accurate (prefer typed)
- ___ Scoring cards (put 4 on one sheet of paper)
- ___ Concepts: The sun, the planets, galaxies, supernovas, planetary information, comets, meteors.
- ___ Oops category
- ___ Extra facts concerning the solar system

Make the games as durable as possible!



Making A Game : The Final Frontier



Teacher Name: _____

Student Name: _____

Student 3: _____

Student 2: _____

Student 4: _____

CATEGORY	4	3	2	1
Accuracy of Content	All information cards made for the game are correct.	All but one of the information cards made for the game are correct.	All but two of the information cards made for the game are correct.	Several information cards made for the game are not accurate.
Rules	Rules were written clearly enough that all could easily participate.	Rules were written, but one part of the game needed slightly more explanation.	Rules were written, but people had some difficulty figuring out the game.	The rules were not written.
Knowledge Gained	All students in group could easily and correctly state several facts about the topic used for the game without looking at the game.	All students in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game.	Most students in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game.	Several students in the group could NOT correctly state facts about the topic used for the game without looking at the game.
Creativity	The group put a lot of thought into making the game interesting and fun to play as shown by creative questions, game pieces and/or game board.	The group put some thought into making the game interesting and fun to play by using textures, fancy writing, and/or interesting characters.	The group tried to make the game interesting and fun, but some of the things made it harder to understand/enjoy the game.	Little thought was put into making the game interesting or fun.
Attractiveness	Contrasting colors and at least 3 original graphics were used to give the cards and gameboard visual appeal.	Contrasting colors and at least 1 original graphic were used to give the cards and gameboard visual appeal.	Contrasting colors and "borrowed" graphics were used to give the cards and gameboard visual appeal.	Little or no color or fewer than 3 graphics were included.
Cooperative work	The group worked well together with all members contributing significant amounts of quality work.	The group generally worked well together with all members contributing some quality work.	The group worked fairly well together with all members contributing some work.	The group often did not work well together and the game appeared to be the work of only 1-2 students in the group.

The Final Frontier: Evaluation

Date: _____

Your Name: _____ Group #: _____

Instructions: Please circle the response with which you agree the most. This evaluation will only be read by your teacher and will **not** be shown to other students.

1. How would you rate *your* participation in group discussion and group work?

5 Excellent 4 Very Good 3 Good 2 Fair 1 Poor

2. How would you rate *your* effort in completing the case?

5 Excellent 4 Very Good 3 Good 2 Fair 1 Poor

3. Did *you* complete the assigned homework? Yes No

If No, explain why:

4. How well did *you* work with everyone in your group?

5 Excellent 4 Very Good 3 Good 2 Fair 1 Poor

5. Overall, how would you rate *your* performance in this case?

5 Excellent 4 Very Good 3 Good 2 Fair 1 Poor

6. What praise or criticism do you have for other group members? What are your thoughts about the case?
