

# ACTIVITY 20

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## FACT AND FICTION

### Objective

Using the concepts of fact and fiction, students review what they learned about the International Space Station (ISS), the space shuttle, and rockets.

### Materials

- Educator-generated statements
- 2 pieces of paper, with the word *fiction* on one and *fact* on the other

### Educator Information

- Write the word *fact* on one sheet of paper and the word *fiction* on the other sheet of paper. This activity using the terms *fact* and *fiction* is a review for the lessons on the ISS and rockets.
- Generate approximately 20 statements about the ISS, the space shuttle, and rockets. Make some of the statements facts, and some of the statements fiction. Choose statements that reflect important concepts that students should have learned. For example:

*The only country building the ISS is the United States. (Fiction)*

*The space shuttle has three solid rocket boosters. (Fiction)*

*People live and work on the space station. (Fact)*

*Rockets take pieces of the space station to space. (Fact)*

*There is only one kind of rocket. (Fiction)*

*The International Space Station is going to the moon. (Fiction)*

*The external tank on the space shuttle is green. (Fiction)*

### Procedure

1. Introduce or review the words, *fact* and *fiction*. Explain that a fact is something that is true, and fiction is something that is not true. Give students examples of statements that are fact and others that are fiction. If appropriate, instead introduce the words, *true* and *false*.
2. Read the educator-generated statements about the ISS and rockets. Some of the statements will be *fact* and some will be *fiction*.



3. As a statement is read to the class, have students decide whether the statement is *fact* or *fiction*. If it is *fiction*, have them reword the statement to make it a *fact*.
4. Repeat activity with additional statements.
5. Request that students generate their own statements about the ISS, the space shuttle, and rockets. They should make some statements *fact* and some *fiction*.
6. Students stand up and tell or read the statements to the class. Let the class decide whether the statement is *fact* or *fiction*. Reword the statement if it is *fiction*.
7. As a closing activity and review, have students complete the chart they began in *Activity 1*. Encourage students to discuss and evaluate what they learned about the ISS. If students have misconceptions about the ISS, this is an opportunity to correct these ideas.

- Listen as students share their statements about the ISS, rockets, and the space shuttle with the class. Evaluate their knowledge of these topics and their use of the words, *fact* and *fiction*.

## Enrichment

- Draw two columns on a piece of chart paper. Label one column, *Fact*, and one column, *Fiction*. When students decide whether the statements are *fact* or *fiction*, have them place a tally mark in the appropriate column. Count the tally marks by 5's at the end of the activity. Decide whether there were more *fact* or *fiction* statements.
- In a journal or on a piece of paper, have students write statements about the ISS or rockets, one that is *fact* and one that is *fiction*. Draw pictures to accompany their statements.
- Ask students to apply the terms *fact* and *fiction* to books used during these lessons. Explain to students that some books are *fact* and some are *fiction*. Help students decide in which category a book belongs. Discuss ways to discern if the book is *fiction*. For

## Assessment

- Listen to students as the class decides if statements about the ISS, rockets, and the space shuttle are *fact* or *fiction*. Evaluate their knowledge of these topics.

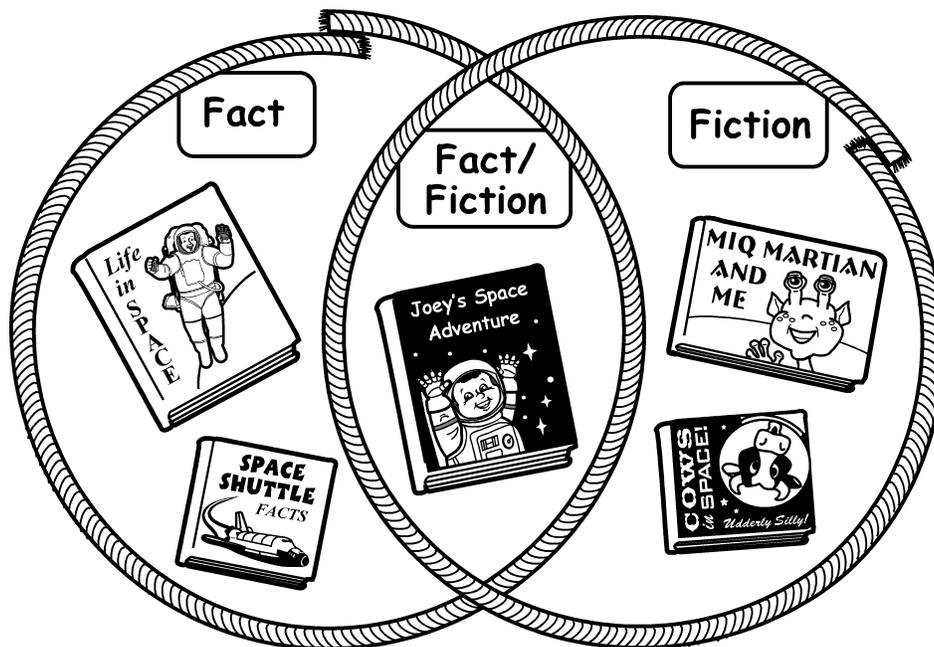


Figure 19. Venn Diagram

example, a book that is *fiction* may include animals talking or wearing clothes, people living on Mars, or cows going to the moon. Make students aware that some books may be part *fact* and part *fiction*. For example, a book has excellent facts about the ISS and the space shuttle. A cow is an astronaut in the book. This book is part *fact* and part *fiction*. Introduce or review the concept of a *Venn diagram*. A Venn diagram is made of two overlapping circles. It allows students to sort items. Make a large Venn diagram on the floor using two pieces of clothesline. Label one circle, *Fact*, and one circle, *Fiction*. Label the area where the two circles overlap,

*Fact and Fiction*. See *Figure 19*. Gather the books used during the lessons on rockets and the ISS. Talk about each book. Ask students to decide in which category each belongs. Place the book in the appropriate area in the Venn diagram.

- From the *Suggested Reading* list or other sources, select books that provide information on the ISS. Use these books to evaluate and review what students learned about the space station. Selections could include *The International Space Station* by Franklyn Branley and *Space Stations* by Diane M. and Paul Sipiera.

