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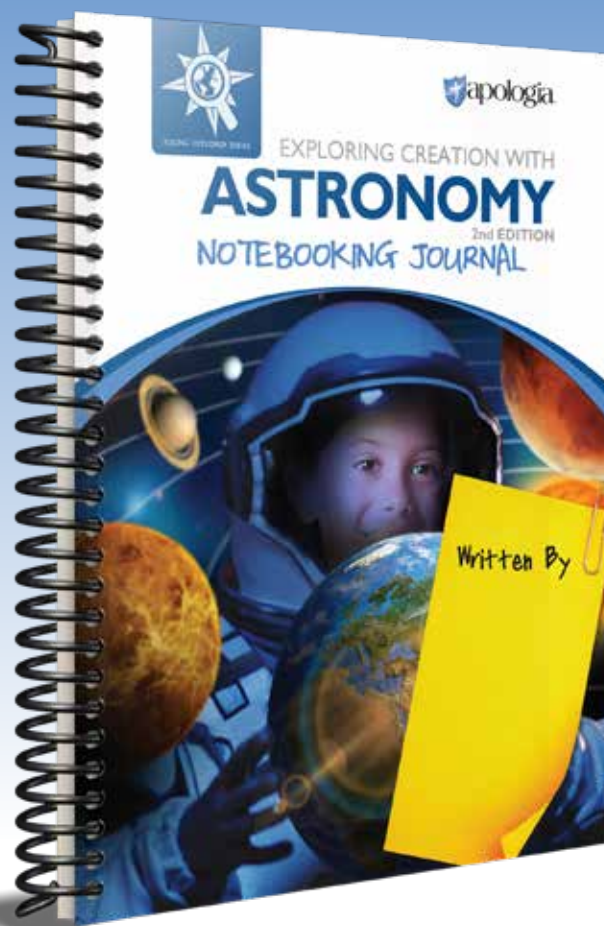
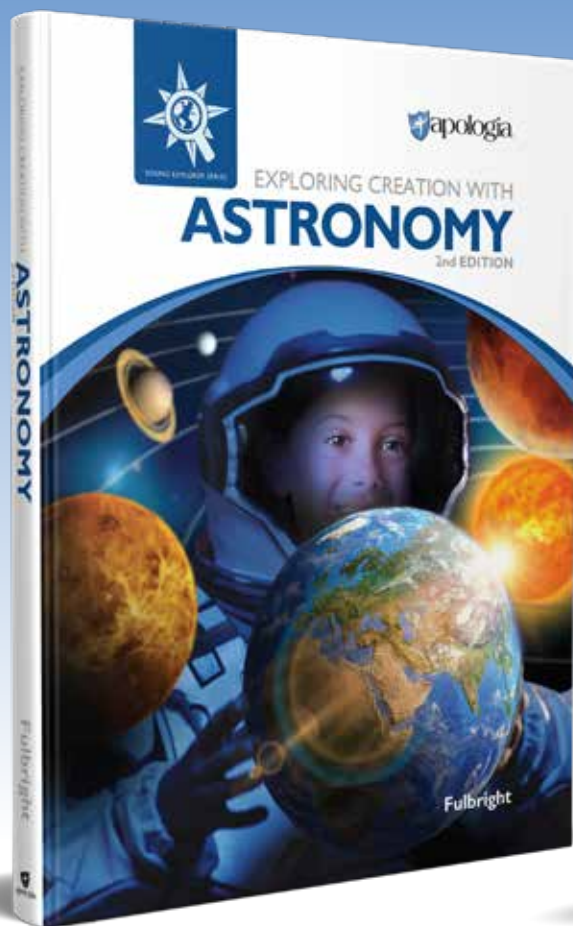
EXPLORING CREATION WITH

ASTRONOMY

2nd EDITION



Fulbright



Click the section you want to preview.

TEXTBOOK

TABLE OF CONTENTS

LESSON 1

LAB SUPPLY LIST

STUDENT NOTEBOOK

TABLE OF CONTENTS

SUGGESTED DAILY SCHEDULE

LESSON 1

TABLE OF CONTENTS

INTRODUCTION

9

Lesson 1:

What Is Astronomy?	13
Welcome	14
The Night Sky	15
Think About This	15
Stars and Planets	15
Clocks, Calendars, and Seasons	16
Think About This	17
Navigation	17
Gravity	18
Think About This	18
Our Solar System	19
Activity 1.1: Create Your Own Mnemonic	19
Astronomers and Astronauts	20
Satellites	21
Activity 1.2: Build a Model Solar System	22
What Do You Remember?	24

Lesson 2:

The Sun	25
The Star of Stars	26
Activity 2.1: Understanding Distance and Size ..	27
92,956,050	27
Don't Stare!	28
Activity 2.2: Use a Magnifying Glass to Focus Heat	28
Think About This	29
Activity 2.3: Give a Speech to Teach Others	
About the Sun	29
Revolve and Rotate	30
Activity 2.4a: Take a Walk Around the Sun-	
Revolving	30
Think About This	31
Activity 2.4b: Take a Walk Around the Sun-	
Rotating	31
Solar Flares, Auroras, and Sunspots	32
Think About This	33
The Color of God's Love	34
Think About This	34
Think About This	36
Solar Eclipse	37
Activity 2.5: Make a Solar Eclipse	39
Activity 2.6: Pinhole Eclipse Viewing Box	40
A Spacecraft to Study the Sun - SOHO	41
Who Named the Sun	42
What Do You Remember?	42

Lesson 3:

Mercury	43
The Planet Closest to the Sun	44
Rotation and Revolution	45
Think About This	46
Features of the Planet Mercury	46
Think About This	47
Activity 3.1: Making Craters	47
A Trip Across the Sun	48
Who Named Mercury?	48
How to Find Mercury in the Sky	48
Spacecraft to Mercury	49
Math It	49
Think About This	50
Activity 3.2: Make a Model of Mercury	51
What Do You Remember?	52

Lesson 4:

Venus	53
Think About This	55
Activity 4.1: Make Some <i>Lava</i>	55
Too Much Atmosphere	56
Rotation and Revolution	57
Not a Twin	57
Think About This	58
The Phases of Venus	58
Who Named Venus	59
Think About This	59
Finding Venus in the Sky	60
Spacecraft to Venus	60
Understanding Radar	60
Activity 4.2: Learn How Radar is Used	62
What Do You Remember?	64

Lesson 5:

Earth	65
Perfect Design by a Perfect Designer	66
Perfect Distance	66
Perfect Mass	67
Perfect Rotation	68
Think About This	69
Perfect Atmosphere	69
Perfect Tilt	71
Activity 5.1a: Understanding the Seasons	71
Activity 5.1b: Understanding the Seasons	74
Perfect Land	76
Perfect Magnetosphere	77
Activity 5.2: Make a Compass	79
Think About This	80
Who Named Earth	80
Spacecraft for Studying Earth	80
Activity 5.3: Create an Advertisement for Earth ..	81
What Do You Remember?	82

Lesson 6:

The Moon	83
The Moon	84
Activity 6.1: Understanding How the Moon Reflects Light	85
The Moon's Phases	85
Phases of the Moon as Seen from Earth	86
Activity 6.2a: Understanding Phases of the Moon ..	87
Activity 6.2b: Record the Phases of the Moon ..	88
Think About This	88
Lunar Eclipse	89
Lunar Atmosphere	90
The Moon's Gravity	91
Think About This	92
Activity 6.3: Make a Telescope	92
Who Named the Moon	94
Spacecraft to the Moon	94
Think About This	96
What Do You Remember?	96

Lesson 7:

Mars	97
Mars.....	98
Activity 7.1: Build Olympus Mons.....	99
Martian Gravity	100
Martian Atmosphere	100
God's Gift of Magnetism	102
Think About This	102
Moons.....	102
Martian Orbit	103
Martian Rotation	104
Moving to Mars	105
Activity 7.2: Designing a Mars Community ..	106
Mars Surface	107
Liquid Water on Mars?	107
Finding Mars in the Sky	108
Who Named Mars	108
Spacecraft to Mars	108
Think About This	109
What Do You Remember?	110

Lesson 8:

Space Rocks	111
Comets.....	112
Think About This	113
The Coma	114
A Comet's Orbit.....	114
Activity 8.1: Watch a Meteor Shower	115
Famous Comets.....	116
How Comets Get Their Official Names.....	117
Meteoroids, Meteors, Meteorites	117
Asteroids	118
Asteroid Belt	120
Who Names Asteroids	122
Spacecraft	123
Activity 8.2: Understanding Distances in Our Solar System	123
Think About This.....	124
What Do You Remember?	124

Lesson 9:

Jupiter	125
Protective Mother.....	126
Going to Jupiter	126
Little Sun	127
Stormy Skies.....	127
Activity 9.1: Make a Hurricane Tube	128
Jupiter's Rings	128
Rotation and Revolution	129
Many Moons.....	129
Finding Jupiter in the Night Sky	131
Who Named Jupiter.....	131
Spacecraft Galileo.....	131
Activity 9.2: Create a Newspaper	133
What Do You Remember?	134

Lesson 10:

Saturn	135
Twins	137
Activity 10.1: Draw a Venn Diagram.....	137
Ring System	138
Think About This	139
Fast Rotation.....	140
Who Named Saturn	140
Finding Saturn in the Night Sky	140
Cassini Mission	140
Saturn's Moons.....	141
Activity 10.2: Launch a Rocket	142
What Do You Remember?	144

Lesson 11:

Uranus	145
Eureka!	147
Think About This	147
Activity 11.1: Create a Play About the Discovery of Uranus	148
Orbit and Rotation	150
Moons	150
Titania	151
Oberon	151
Cordelia and Ophelia	151
Miranda	152
Ariel	152
Umbriel	152
Who Named Uranus	152
Activity 11.2: Make Clouds	153
What Do You Remember?	154

Lesson 12:

Neptune	155
Neptune	156
Activity 12.1: Make Ice Cream!	157
Eureka!	158
Who Named Neptune	158
Orbit and Rotation	159
Atmosphere	159
Think About This	160
Moons	160
Activity 12.2: Create a Cartoon of Neptune	161
What Do You Remember?	162

Lesson 13:

Kuiper Belt and the Dwarf Planets	163
God's Creativity	164
What is a Planet?	164
The Kuiper Belt	165
Math It	166
Dwarf Planets	166
Activity 13.1: What Do Dwarf Planets Look Like?	167
Ceres	168
Pluto	169
Strange Orbit	170
Pluto's Moons	170
Eris	171

Makemake	171
Haumea	172
Haumea's Moons	172
Dwarf Planets in Review	172
Activity 13.2: The Earth vs. Dwarf Planets	174
What Do You Remember	174

Lesson 14:

Stars, Galaxies, and Space Travel	175
Star Light, Star Bright	176
Activity 14.1: Understanding the Night Sky	177
Black Holes	179
Activity 14.2: Understanding the Expanding Universe	179
Supernovas	180
Variable Stars	181
Categorizing Stars: Hot or Cold	182
Activity 14.3: Make a Mnemonic	182
Categorizing Stars: Bright or Dim	182
Categorizing Stars: Big or Small	183
Activity 14.4: Make an Astrometer	184
Light Years	184
Galaxies	185
Constellations	186
Constellations and Astronomy	188
Activity 14.5: Locating Constellations	189
Let's Go to Space	189
Sputnik Sensation	190
Space Race	190
The 1960s	191
The International Space Station	192
Building the International Space Station	195
Becoming a NASA Astronaut	196
Seeing the International Space Station	197
Activity 14.6: Let's Visit the Planets!	197
Activity 14.7: Build a Model Space Station	198
What Do You Remember?	198

Appendix	199
Supply List	200
Answer Key	203
Index	211
Photo and Illustration Credits	214

LESSON I

WHAT IS ASTRONOMY?



wisdom from above

There is order to our universe, and once you start to understand that order, science will not be a class, but rather a means to recognize your Creator's signature throughout creation.

For since the creation of the world His invisible attributes, His eternal power and divine nature, have been clearly seen, being understood through what has been made, so that they are without excuse.

Romans 1:20



Welcome

When you look up at the night sky, what do you see? Everything that you can see around you and up in the sky, and even things that you *can't* see, are part of our universe. The universe is everything that exists! That includes all of the planets (even Earth), stars, galaxies, and intergalactic space.

*Isn't God as high as the heavens?
And look at the highest stars—how lofty they are!*
Job 22:12 CSB

The study of outer space is called **astronomy** (uh strahn' uh me). The word *aster* means star, while *onomy* means knowledge of. The word *astronomy*, then, means knowledge of the stars. Many years ago, the only word used for every object in outer space was *aster* or star. In other words, every light in the night sky was called a star. We still use the word *astronomy* to talk about the study of everything in space, even though the way we use it today means more than just studying the stars.

*There is one glory of the sun, and another glory of the moon, and another glory of the stars;
for star differs from star in glory.* 1 Corinthians 15:41

An **astronomer** is someone whose job is to study the stars, the planets, and everything else in outer space. You are going to be a novice (beginner) astronomer this year because you will be studying the universe as you take this course.

The Night Sky

Have you ever been out in the countryside at night far away from city lights? On a clear night in the countryside, you can see many thousands of stars in the sky. It's truly a miraculous sight, and it is called the *Milky Way*. It's the galaxy we live in. At the center of the picture to the right, 2 bright objects are visible. The brightest is the planet Jupiter, while the other is the star Antares. The red laser beam points to the center of our galaxy. You will learn more about our galaxy later in this course.



The night sky on a clear night away from city lights.

think about this

The Bible tells us that God made the stars and Moon to give us light at night and a calendar to follow. He also uses the night sky to give us signs to mark important events. Scientists have also learned that the planets, stars, and many other things in space help to keep life going on Earth.

“Then God said, ‘Let there be lights in the expanse of the heavens to separate the day from the night, and let them be for signs and for seasons and for days and years; and let them be for lights in the expanse of the heavens to give light on the earth’; and it was so.” Genesis 1:14–15



It's easy to confuse planets and stars.

Stars and Planets

Not everything you see in the night sky that shines like a star actually is a star. Some of the brightest objects in the night sky (besides the Moon), for example, are planets. Stars appear to twinkle in the sky, but planets do not twinkle. There are also stars that appear to move rapidly across the sky and then disappear. We call them shooting stars, but they are not stars at all. They are meteors (mee' tee orz). We will talk more about all of these later.

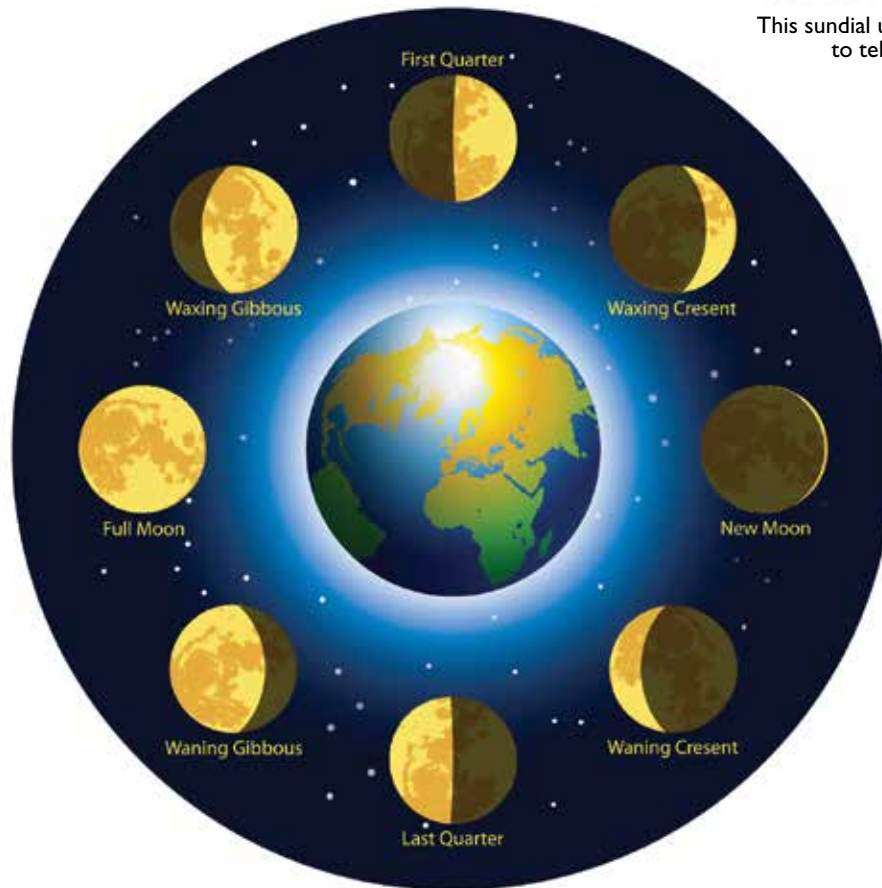
Tell someone in your own words what the universe is. Can you remember what the word *astronomy* means?

Clocks, Calendars, and Seasons

Did you know that the sun, Moon, planets, and stars in the sky help us tell time, create our calendar with days and years, and help us know the timing of the seasons? It's true! Many years ago, before people had clocks and calendars, they told the time of day by the position of a shadow on the ground. They also knew when a month had passed by looking at the shape of the Moon in the night sky.



This sundial uses a shadow to tell time.



Phases of the Moon.



Stonehenge

There is an ancient stone structure in southern England called Stonehenge. Many believe that ancient people used it to tell when spring had arrived. They judged the season by the position of the sun in relation to the large stones that make up the structure. Knowing when the seasons arrive helped them to time the planting and harvesting of crops.



6th century mosaic

The man-named patterns of stars in the night sky are called **constellations** (kahn' stuh lay' shuns). Ancient people knew which constellations would be in the sky in each season of the year—winter, spring, summer, or fall. They also used the constellations to mark what year it was and how many years had passed since an event. The picture here is very old. It shows the constellations around the central sun. The corners show the 4 turning points of the year. Many years ago, then, before we had calendars in our homes, the night sky marked the passage of time.

Take a moment to tell someone in your own words what you have learned so far. You can use the illustrations to help you remember and to show them examples of what you are talking about.

think about this

A miraculous sign given to man was when God placed a star in the sky over the city of Bethlehem indicating the Savior had come. When wise men from a distant land saw the star, they used the star to navigate their travels to Bethlehem to see and worship Jesus. *“They went their way; and the star, which they had seen in the east, went on before them until it came and stood over the place where the Child was. When they saw the star, they rejoiced exceedingly with great joy. After coming into the house they saw the Child with Mary His mother; and they fell to the ground and worshiped Him. Then, opening their treasures, they presented to Him gifts of gold, frankincense, and myrrh.”* Matthew 2: 9-11

Navigation

A long time ago, the sun, planets, and stars also helped sailors know which direction to sail. This was called **celestial** (suh les' chul) **navigation**. Today sailors use compasses and Global Positioning Systems (GPS). A compass is a device with a needle that always points to the magnetic north. GPS uses satellites in outer space to track your position on Earth. You always know what direction you are going if you have a compass; you know exactly where you are if you have GPS. If you have neither of these, you can still know which direction you are going if you know the positions of the stars!



Astrolabes helped ancient sailors navigate by using the position of the stars.

God's plan for the lights in the sky does not only include mankind.

Scientists have learned that some birds know to fly south for the winter by the constellations. This is called migration. God made a very special way for birds to know when and how to fly south. He created within them a special gift we call **instinct** (in' stinkt). One instinct that God has given birds tells them to look at the constellations to know when to migrate south for the winter and when to migrate back north for the summer. It also tells them how to use the constellations to know which direction they must fly. This is why some birds often fly at night when they migrate.

**Can you explain in your own words about navigating with stars, a compass, and GPS?
Tell someone about the gift of instinct and how some birds use the stars to navigate.
Who else used a star to navigate to a very special event?**

Gravity

Our solar system is made up of the sun, 8 planets and their moons, dwarf planets, asteroids, comets, and meteoroids. Some planets are actually very important to our home planet, Earth. Although their effect is mathematically small, these planets help to fasten Earth in place. They keep Earth from moving too far away from the sun or too close to it. In other words, the planets keep our world steady. You see, the sun pulls on Earth with a force called gravity.



An artist's drawing of our solar system.

Gravity is an invisible force that pulls objects toward each other. When we drop something, it doesn't really fall; it gets pulled down to Earth by gravity. Instead of saying that "it fell," it would be more scientifically correct to say, "It was pulled to Earth." All the planets and their moons have gravity. Larger planets have more gravity than smaller planets.

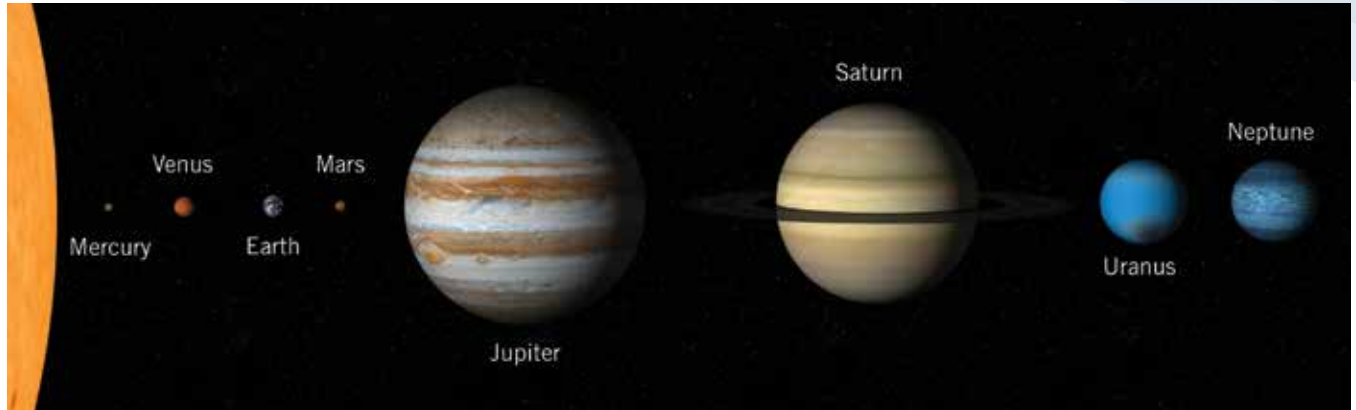
The sun, the largest object in our whole solar system, has the most gravity of all. God placed the planets and sent them to circle (orbit) around the sun at the perfect distance.

If the planet Mercury (mur' kyur ree) were very much closer to the sun, or if the sun were very much larger, Mercury would get pulled into the sun. Instead, it stays exactly where God put it because it has been placed at the right distance from the sun. The pull that planets (and other objects) have on each other is called **gravitational pull**. The sun, Earth, and all of the planets have gravitational pull. Earth's gravitational pull on the Moon keeps the Moon where it is. The Moon's gravitational pull on Earth makes the oceans bulge as it passes by. The sun's gravitational pull keeps the planets in their places in the solar system.

think about this

Isaac Newton was a very important and influential scientist. He once said, "Gravity explains the motions of the planets, but it cannot explain who sets the planets in motion." We must never forget that when we are studying science, we are learning about things of which God already knows because He created them!

Our Solar System



This is a drawing that represents our solar system. Only part of the sun is shown, and each planet is shown along with where it is in relation to the sun. As you can see, Mercury is closest to the sun, while Neptune is farthest from the sun. The relative sizes of the planets are fairly accurate; however, the distance between the planets is not correct.

The 8 planets in our solar system are Mercury, Venus (vee' nus), Earth, Mars, Jupiter, Saturn, Uranus (yur' uh nuhs), and Neptune (nep' toon). This is also the order in which they travel around the sun.

A fun way that many people remember the planets and their order is by using a mnemonic (nih mahn' ik). The first letter of each planet is made into a different word that makes a sentence. Look at this example:

Mercury	Venus	Earth	Mars	Jupiter	Saturn	Uranus	Neptune
M y	V ery	E ducated	M other	J ust	S erved	U s	N achos

Notice that the word underneath each planet begins with the first letter of the planet's name. "My very educated mother just served us nachos" is a silly sentence, but the first letter of each word in that sentence helps you remember the order of the planets.

Activity 1.1

Create Your Own Mnemonic

Mercury	Venus	Earth	Mars	Jupiter	Saturn	Uranus	Neptune

For each box below a planet, choose a word that begins with the first letter of that planet. Try to make a sentence that you will remember. It will be easier to remember a sentence that makes sense. You can also have fun creating silly mnemonics. Place them in your notebooking journal.

Can you explain in your own words what you have learned about gravity and the solar system?



An astronaut in a space suit.

Today, a lot of astronomers work for **NASA**. NASA is America's space agency, and it stands for **National Aeronautics and Space Administration**. If you want to be an astronomer when you grow up, you might want to work for NASA. It is also the organization that sends people and spaceships to space. If you like to build and invent things, you could be a NASA engineer. The picture on the next page shows a rocket being built by NASA engineers. See how tiny the engineers at the bottom of the picture are? That gives you an idea of how big the rocket is. Many NASA engineers build spaceships, telescopes, robots, and other useful things for space exploration. As you go through this book, you will learn about NASA spacecraft used to explore the solar system and the universe.

If you become an astronaut, you will probably work for NASA. An **astronaut** is someone who is trained to travel in a spaceship into outer space. Astronauts wear special spacesuits to explore outer space. Maybe one day you will be an astronaut and go to some of the places we will study in this course!

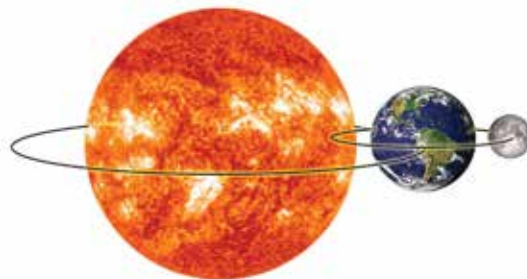
Astronomers and Astronauts

There were many people in history who have helped us understand astronomy better. In the year 1510, a man named **Nicolaus** (nik' oh lus) **Copernicus** (koh pur' nih kus) had the unusual and amazing idea that Earth revolved around the sun. At that time, everyone thought that all the stars and planets revolved around Earth. We now know that Copernicus was correct, even though most people during his time did not believe him.

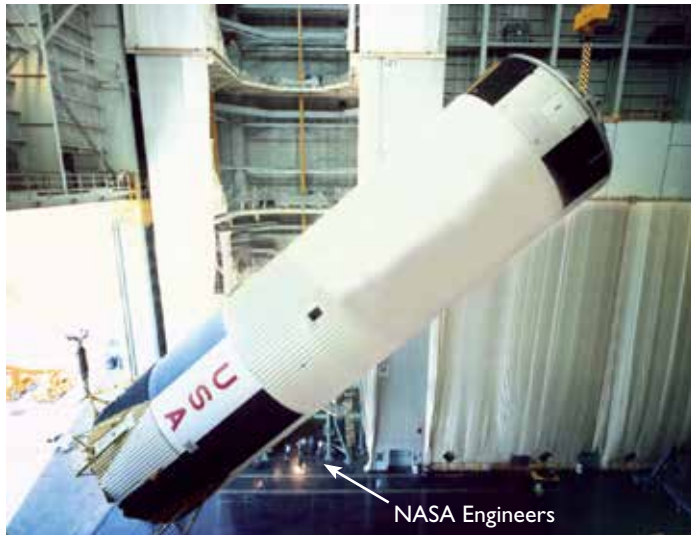
Galileo (gal ih lay' oh) **Galilei** (gal ih lay') was an astronomer who believed Copernicus. He taught how to use telescopes to study the planets and stars, and many of the observations that he made helped scientists understand that Copernicus was right about the sun being at the center of our solar system. Galileo was able to learn a lot of things about our solar system through the wonderful telescopes he built.



In Copernicus's time, everyone thought that Earth was the center of the solar system and that all of the planets and the sun revolved around it.



Copernicus thought that a more elegant arrangement of the solar system would be for the sun to be at the center and for the planets to revolve around the sun.



This is a picture of the *Saturn V* rocket being assembled by NASA engineers. The *V* in *Saturn V* is the Roman numeral 5, which refers to the number of engines in the rocket's first stage.



The Hubble Space Telescope in orbit around Earth.

Have you ever looked through a telescope? You can see a long way off when you do. You will see many pictures that come from telescopes as you study this course. There is an enormous telescope floating up in space that sends pictures back down here to Earth. It is called the Hubble Space Telescope. Even though a telescope will make a planet look like it is much closer, most planets can be seen without a telescope if you know where to look.

Use your own words to tell someone what you know about astronomers and astronauts. Also tell them about NASA and what it does.



NASA has more than a dozen Earth science satellites in orbit. These satellites help NASA scientists study the oceans, land, and atmosphere.

Satellites

Something else you can see in the night sky are satellites. A **satellite** is an object in space that travels in circles around another object. The Moon is a satellite of Earth because it travels in a circle around the planet. So when you are looking up in the sky, you can say, "Oh look! I see a satellite!" as you point at the Moon.

An **artificial satellite** is made by man and sent into space to orbit around Earth. *Artificial* means not natural or something that is made by human hands. Only God makes **natural satellites**. People have sent thousands of artificial satellites to travel around Earth. These satellites do many jobs. Some can look closely at any part of the world and

take pictures for others to see. Some can put a lot more channels on your TV. Some can look at planets and stars far away. Some watch the weather and take pictures so the weatherman can tell us if it is going to rain. Artificial satellites are very important. If you look up into the sky at night and see a small point of light (like a star) that is moving across the sky, you are probably looking at a satellite. You can go to the Book Extras for this course at apologia.com for links to several websites to discover where satellites are above Earth at this very moment. One may even be over your house!

Can you tell someone what you have learned about satellites?
Are you able to explain the difference between a natural and an artificial satellite?

Activity 1.2

Build a Model Solar System



Scientists use models to show a concept. The model of the solar system you are going to build will not be to scale, which means that the size of the sun and planets, as well as their distance from each other, will not be exact.

You will need:

- Adult supervision
- Balloons of many sizes and colors
- Construction Paper
- Markers
- Measuring Tape
- Thread, ribbon, or string
- Scissors
- Thumbtacks or tape

You will do:

1. You will start by choosing several balloons, each of which will represent a planet. For each planet, try to choose a balloon with a color that is something like the planet's color. Mercury should be somewhat gray, for example, while Earth should be blue. Use the pictures in this book to help you decide the color for each planet.

(Continued on next page.)

- Once you have chosen a balloon for a planet, slowly blow up the balloon. As you blow it up, measure the distance across the diameter of the balloon at its widest point. Tie the balloon closed when the diameter is close to the number on the chart.

Planet the Balloon Represents	Diameter of the Balloon
Mercury	1 inch
Venus	2 1/2 inches
Earth	2 5/8 inches
Mars	1 3/8 inches
Jupiter	29 1/5 inches
Saturn	25 inches
Uranus	10 5/8 inches
Neptune	10 1/4 inches

NOTE:

If you decide to include the sun, have your student measure 300 inches in order to recognize that the sun's diameter is far larger than any of the planets' diameters.

- If you do not have a long, thin balloon for Saturn's ring, make a circle out of construction paper that will fit around the balloon that represents Saturn.
- Label your planets.
- Tie a string, ribbon, or thread to each balloon, and hang them from the ceiling using thumbtacks or tape. Make sure you hang the balloons in the correct order.



Your solar system model is now complete. Great job!



What Do You Remember?

Why did God create the stars and planets? What are the names of the planets? Do you remember the name of the astronomer who first said that Earth revolves around the sun? What is the name of the astronomer who learned how to study space with a telescope? What is the name of America's space agency and what does it do? What is the difference between a natural and an artificial satellite? What was your favorite part of this lesson?

SUPPLY LIST

Lesson 1

- Adult supervision
- Balloons of many sizes and colors
- Scissors
- Thumbtacks or tape
- Thread, ribbon, or string
- Markers
- Measuring tape (If you do not have a measuring tape, you can use string cut to the lengths listed in the project.)
- Construction paper

Lesson 2

- Adult supervision
- String
- A magnifying glass
- 1 inch pad of butter
- Paper plate
- A flashlight
- A globe (or round ball)
- Small ball (smaller than globe)
- A box
- Scissors
- White paper
- A pin or needle
- Tape
- Aluminum foil

Lesson 3

- Adult supervision
- Small bowl
- Newspaper
- Flour
- Several pebbles of different sizes
- A marble
- A pencil
- 1 T flour
- 1 t salt
- 1 t water
- 1 drop blue food coloring
- 1 drop green food coloring
- 3 drops red food coloring

Lesson 4

- Adult supervision
- 1 T butter or margarine
- 1 T flour
- A small plate
- A Thimble
- Small box
- Strong paper towel
- Tape
- Paper
- 1/4 C water
- 1/4 C flour
- Bamboo skewer (or a long, skinny stick with a point)
- Markers, crayons, or colored pencils
- Ruler (or measuring tape)

Lesson 5

- Adult supervision
- Paper
- Flashlight
- Lamp
- Globe
- A cork
- Permanent marker
- A lid from a yogurt or sour cream container (with high lip.)
- A sewing needle
- A magnet

Lesson 6

- Adult supervision
- Stick
- Lamp
- Lightly-colored ball (like a ping pong ball or white Styrofoam)
- Compact disc (CD)
- 2 magnifying glasses (One should be stronger than the other. Reading glasses will work also.)
- Construction paper
- Tape (Masking tape and duct tape work best.)
- Scissors
- Tape measure
- Paper with writing or an image on it

Lesson 7

- Adult supervision
- Small bowl
- Rocks (optional)
- Alka-Seltzer® tablet
- Red and yellow food coloring
- ½ C flour
- 2 T of salt
- ½ tsp. cooking oil
- 2 T of water

Lesson 8

- Adult supervision
- Paper
- Markers
- Tape
- Large open space

Lesson 9

- Adult supervision
- 2 plastic bottles
- Water resistant tape (Electrical or duct tape works best.)
- 1-inch washer
- Water

Lesson 10

- Adult supervision
- Alka-Seltzer® tablets
- Eye protection (such as safety goggles or glasses)
- Empty water bottle
- Water
- Tape
- Paper
- Scissors
- Clay plug
- Paper towel

Lesson 11

- Adult supervision
- A glass jar
- A match
- Ice
- Large Ziploc® bag
- Hot water

Lesson 12

- Adult supervision
- 2 T powdered sugar
- $\frac{1}{2}$ C whipping cream (whole milk or half-and-half will work)
- $\frac{1}{4}$ t vanilla
- 6 T rock salt
- 1 pint-size Ziploc® plastic bag
- 1 gallon-size Ziploc® plastic bag
- Ice cubes

Lesson 13

- Adult supervision
- 2 small balloons
- 10 inches of string
- 2 small rocks (1 inch in diameter)
- Water
- Dirt
- Eye dropper
- Pie plate
- Magnifying glass

Lesson 14

- Adult supervision
- Dark-colored umbrella
- White chalk (or paint)
- Balloon
- Measuring device (such as a ruler or tape measure)
- Cardboard
- Clear plastic wrap
- Tape
- Scissors
- Pen (or marker)



apologia

EXPLORING CREATION WITH

ASTRONOMY

2nd EDITION

NOTEBOOKING JOURNAL



TABLE OF CONTENTS

Schedule	vii
Parent Guide	xxii

Lessons

Lesson 1:	What Is Astronomy?	29
Lesson 2:	The Sun	49
Lesson 3:	Mercury	77
Lesson 4:	Venus	91
Lesson 5:	Earth.....	111
Lesson 6:	The Moon.....	133
Lesson 7:	Mars	153
Lesson 8:	Space Rocks	171
Review:	Inner Planets.....	191
Lesson 9:	Jupiter.....	195
Lesson 10:	Saturn	211
Lesson 11:	Uranus	229
Lesson 12:	Neptune.....	247
Review:	Outer Planets.....	263
Lesson 13:	The Kuiper Belt and Dwarf Planets	267
Lesson 14:	Stars, Galaxies, and Space Travel.....	285

FINAL REVIEW	321
FINAL THOUGHTS	327
VOCABULARY SOLUTIONS	329
FINAL REVIEW SOLUTIONS	333
PHOTO CREDITS	335

EXPLORING CREATION WITH **ASTRONOMY**

2ND EDITION

Two Days a Week Suggested Schedule

Please feel free to adjust this schedule to fit your family's needs.

BEFORE YOU BEGIN

- ☐ Textbook Introduction p. 10–11
- ☐ Notebooking Journal (NJ) Parent Guide p. xvii–xviii
 - Coloring pages, Fascinating Facts & Personal Reflection pages, and Take It Further pages are not included in the daily lessons. They are to be used as the parent/student decide.
 - Please set aside time, if you so choose, to add in the additional review sections found in this notebook.

WEEK 1

- ☐ **LESSON 1 – WHAT IS ASTRONOMY?**
Textbook p. 14–19
Activity 1.1
NJ p. 26–33
- ☐ **LESSON 1 – WHAT IS ASTRONOMY?**
Textbook p. 20–23
Activity 1.2
NJ p. 34–36

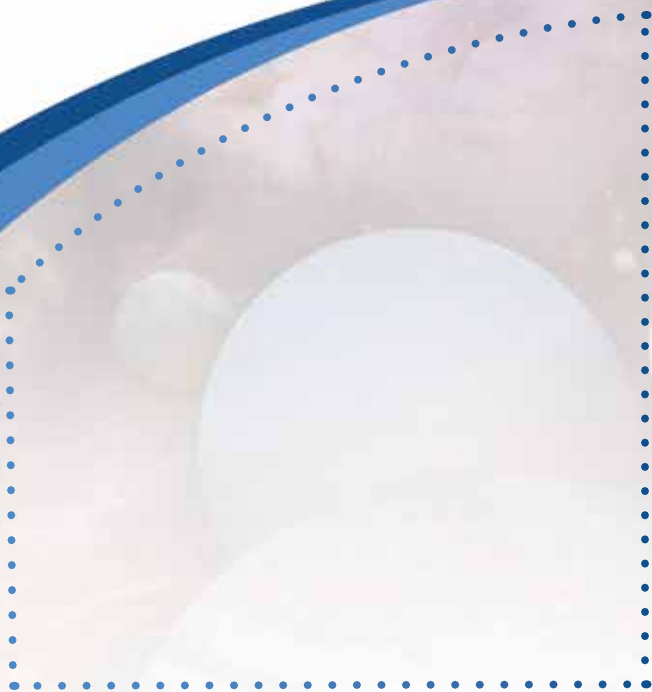
LESSON I

WHAT IS ASTRONOMY?



ASTRONOMY

Fascinating Facts and Personal Reflections



Handwriting practice lines consisting of a solid top line, a dashed midline, and a solid bottom line. The page contains 20 rows of these lines, with the first 18 rows being the primary focus for practice.



Activity 1.1

Create Your Own Mnemonic

Make your own mnemonic to help you remember which order the planets come in.



Mercury	Venus	Earth	Mars	Jupiter	Saturn	Uranus	Neptune
----------------	--------------	--------------	-------------	----------------	---------------	---------------	----------------

Write your serious sentence here:

Mercury	Venus	Earth	Mars	Jupiter	Saturn	Uranus	Neptune
----------------	--------------	--------------	-------------	----------------	---------------	---------------	----------------

Write your silly sentence here:

COPYWORK

The heavens are telling of the glory of
God; and their expanse is declaring
the work of His hands.

Psalm 19:1

COPYWORK

The heavens are telling of the glory of
God; and their expanse is declaring
the work of His hands.

Psalm 19:1

[illegible]

what is astronomy MATCHBOOK



ASTRONOMY

STEP 8:

Apply glue to the shaded area here
and attach to the “Astronomy
Minibooks” page.



INSTRUCTIONS:

1. Remove minibook pages from your notebook.
2. Cut out the matchbook cover along the dotted lines. Do not cut the gold fold lines!
3. Fold along the gold lines so that the large Solar System flap and the small flap face outward in the same direction.
4. Cut out all eight squares on the following pages and fill in the information from Lesson 1.
5. Lift the large flap and place all the pages you created under the small flap.
6. With the large cover flap open and your eight pages under the small flap, staple your matchbook on the white line that crosses the center of the small flap. This will hold all your pages inside. Do not staple the cover closed!
7. Fold the large flap down and tuck it into the small flap, like a matchbook.
8. Glue onto your “Astronomy Matchbook” page.

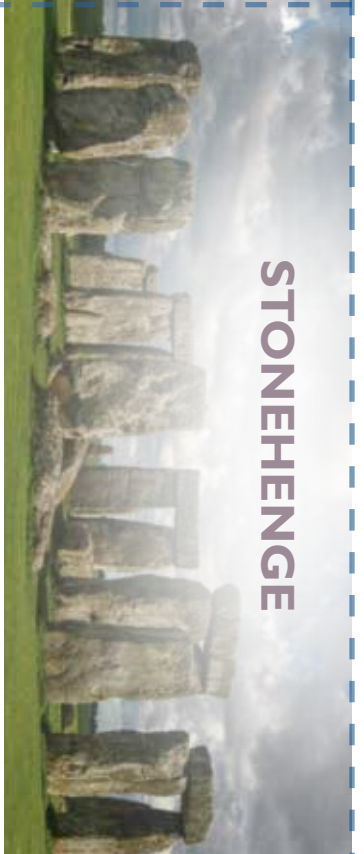
ARTIFICIAL SATELLITES



CONSTELLATIONS



STONEHENGE



NICHOLAS COPERNICUS



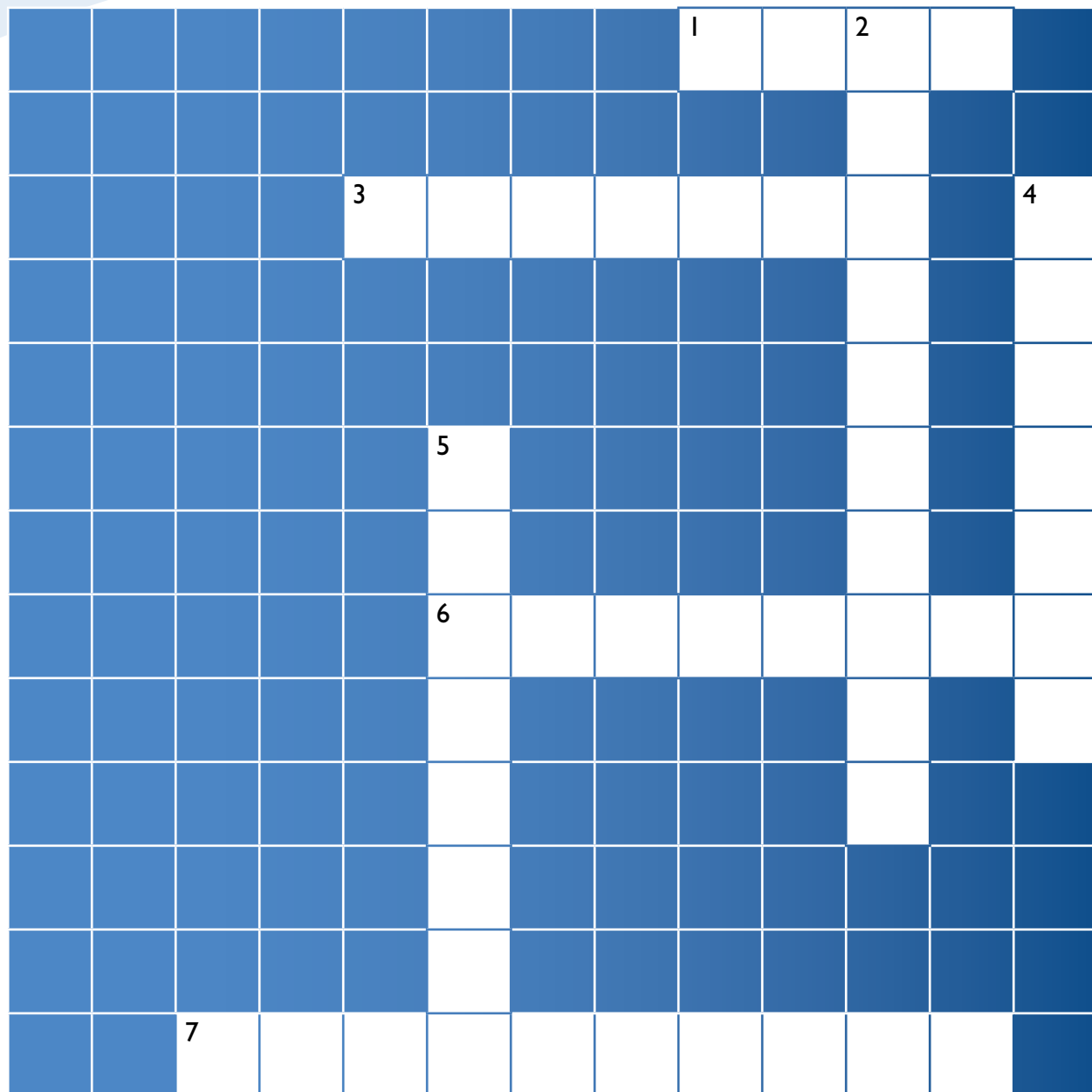
NATURAL SATELLITE



what is astronomy **MATCHBOOK**

Attach your matchbook here.

ASTRONOMY CROSSWORD



NASA
GALILEO
COPERNICUS
INSTINCT
UNIVERSE
STONEHENGE
GRAVITY

ACROSS

1. America's space agency, called the National Aeronautics and Space Administration.
3. A scientist who built telescopes and studied astronomy.
6. A special gift God gives to creatures, causing them to behave in a certain manner that is helpful to their survival, such as with birds flying south for the winter.
7. A scientist who discovered that the Earth revolves around the sun, rather than the sun revolving around the Earth, as was believed at the time.

DOWN

2. An ancient monument in England that may have been used to predict the arrival of spring and other seasons.
4. A physical force causing objects to pull on other objects, such as with the sun pulling on the Earth.
5. Everything that exists in space, including the Earth, planets, sun, and stars.



Activity 1.2

Build A Model Solar System



what I did

what I learned

Take It Further

Fill this page with colorful drawings and lists of books you read about astronomy, movies you watched, and any additional experiments you performed.



Take It Further

Make a scrapbook page of your journey so far.

