



## Artemis II — Moonbound! (March 30, 2026)

# TEACHING GUIDE

**What?** The launch of the Artemis II mission, whose crew flew to the Moon.

**Who?** The NASA and the crew of four astronauts.

**Where?** At the Kennedy Space Center in Florida, on Launch Complex 39B.

**When?** The Space Launch System (SLS) launched on Wednesday, April 1st.

**Why is it important?** Because it marks the return of astronauts to lunar orbit, a first in over 50 years.

**For this activity, your goal will be to learn more about the Artemis II mission and its launch vehicle, the SLS.**



### OBJECTIVES

- Understanding how a rocket can take off (scientific principle)
- Discovering the Artemis II mission and its challenges
- Comparing two space launch vehicles (SLS and Saturn V)
- Interpreting data (size, mass, speed, costs)
- Applying mathematical concepts to a real-world situation



### SUBJECTS

- **Social Studies / Science and Technology**

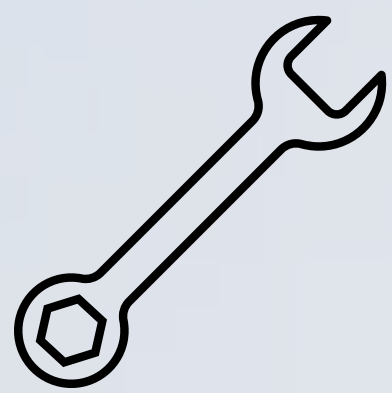
- Space Exploration
- Artemis Mission
- Rocket Technology

- **Mathematics**

- Measurement (meters, kilometers, kg)
- Comparing Data
- Calculations (multiplication, division)

- **English**

- Reading and Comprehension
- Interpreting Information
- Writing



### COMPETENCIES

- Search for and interpret information
- Analyze a message
- Make connections between different pieces of information
- Organize your ideas
- Produce a structured response



### DURATION

- About 60 minutes



### GETTING STARTED

- Ask the students if they are familiar with lunar missions (Apollo, NASA, etc.).
- Ask them if they know how a rocket takes off.
- Discuss space exploration and its usefulness.
- Show a short video of a rocket launch.
- Gather their hypotheses: How can a rocket rise into the air?



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### QUESTIONS AND ANSWERS

**STEP 1 — A Rocket Takes Flight.** Understanding of the scientific principle that allows a rocket to launch (action-reaction) using a video. Answers to three comprehension questions.

**Q1 — Isaac Newton.**

**Q2 — An equal and opposite reaction force.**

**Q3 — Example: pushing on an object / getting out of a boat → opposite movement.**

**STEP 2 — Two Titans of the Sky.** Comparison of the SLS and the Saturn V using a visual representation (size, mass, speed, cost). Answers to four comprehension questions.

**Q4 — 13 meters.**

**Q5 — 370,000 kg.**

**Q6 — \$3.2 billion.**

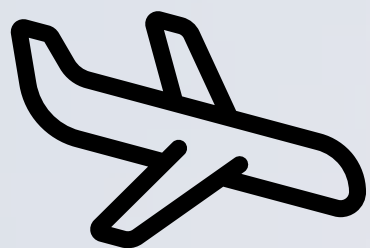
**Q7 — Approximately 62 times.**

**STEP 3 — Full Throttle to the Moon!** Application of mathematical concepts to understand speed and distance in space. Answers to three calculation questions.

**Q8 — Approximately 114 times.**

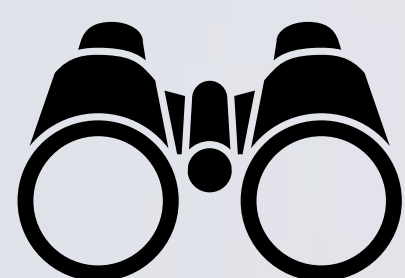
**Q9 — 60,000 km.**

**Q10 — Approximately 11 hours.**



### WRAPPING UP

- Conduct a group review of what the students have learned.
- Discuss the importance of space exploration.
- Ask them what surprised them most (speed, size, cost, etc.).
- Make a connection between science, technology, and the future of humanity.
- Ask the students if they would like to go to space and why.



### FURTHER EXPLORATION

NASA. Artemis II (official mission website)  
<https://www.nasa.gov/mission/artemis-ii>

