**Model of the Solar System**

Big Question

How did we come to our current understanding of the solar system?





 Model 1 (Printed in 1568) Model 2 (Printed in 1543)

Activity

1. Look at the two models. Silently record all the differences you observe between the two models.
2. As a group, share your observations. Add any observations others had that you didn’t

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| My Observations | New Observations from Partners |
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1. Choose 2 or 3 of your observations to turn into questions. Record each question below and then on a piece of paper to tape on the white board.
2. Talking Sticks. Which of the two models would each piece of data fit and why?
* Choose 1 person to keep the group on track.
* Read ONE piece of observational data silently and record a possible cause behind that observation (infer the cause of that observation).
* All pens are in the middle of the table.
* One person at a time may pick up their pen to explain what they think is causing that observation. When done talking they place their pen on their paper.
* Rotate until all pens have been picked up and ideas shared by all.
* Repeat with the next observation.

Observational Data

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| --- | --- |
| Observation | Possible inferred cause |
| 1. The Earth doesn’t feel like it is moving
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| 1. The Earth doesn’t have a constant great wind (or fast moving air in atmosphere)
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| 1. The sun rises in the East goes across the sky and sets in the West every day
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| 1. The stars “spin” or rotate a half circle every night.
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| 1. The moon goes through phases every month
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1. Models are designed to make sense of our observations. Match the observation with the models (if observation 1 can be explained using model 1 and 2, record “observation 1” in the both column). Discuss as a group.

Record the observation according to which model best explains the observation

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| Model 1 | Fits Both Models | Model 2 |
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