**Observatory, Domes, and Telescopes**

**Grades K-5**

**Introduction**
During their visit to McDonald Observatory, students walked through the Harlan J. Smith 2.7-meter telescope dome or into the HET visitor gallery to see giant research telescopes. This post-visit activity helps students frame McDonald Observatory as a system by composing a story.

**Related TEKS and NSES**
*Related TEKS:* K.2, K.4A, K.6D, 1.2, 1.4B, 1.6D, 2.2, 2.6(A+B), 3.2, 4.2, 4.5B, 5.2, 5.5B, 5.8B
*Related NSES:* Science and Technology: understanding about science and technology.

**Activity**

**Grades K-2:** Students compose a pictorial “comic strip” or story board about their exploration of McDonald Observatory that emphasizes the relationships between an observatory, domes, and telescopes. They may include people who they met working at the Observatory during their visit.

**Grades 3-5:** Students can compose elaborate “comic strips”, story boards, or include pictures in a written story about their exploration of McDonald Observatory. The stories in whatever form should clarify the relationships between an observatory, domes, and telescopes for an audience that has not yet visited McDonald Observatory. Students may also include people they met during their visit.

**Assessment**
The post-visit student presentations should show improvement over the pre-visit activity that relates observatory, dome, and telescope. Look for the following characteristics:

General relationships among observatory, dome, and telescope:
- Domes enclose telescopes. Domes and telescopes, as well as the Astronomer Lodge, physical plant, water tanks, and residential houses are collectively called McDonald Observatory and operate as a system. These facilities extend across two mountaintops: Mt. Locke and Mt. Fowlkes.