

Moon Mission Maps

Trace how organization shapes an account of the same event.

CCSS.ELA-Literacy.RL.8.5 "Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB In each text, number the main parts 1, 2, and so on. Underline words or phrases that show how ideas connect, such as time, cause, a problem and response, or comparison; these clues reveal each text's organization.

Three Views of Apollo 11

- ① Text A: On July 16, 1969, Apollo 11 lifted off from Florida with Neil Armstrong, Buzz Aldrin, and Michael Collins. Three days later, the spacecraft entered orbit around the Moon. On July 20, Armstrong and Aldrin separated from Columbia in the lunar module Eagle, while Collins remained in orbit. Eagle landed at 4:17 p.m. Eastern Daylight Time. After Armstrong and Aldrin explored the surface, Eagle lifted off, rejoined Columbia, and began the trip home. The crew splashed down in the Pacific Ocean on July 24.
- ② Text B: Apollo 11 had to solve a risky problem: no one had landed people on the Moon before. Because the Moon has weak gravity and no air, Eagle needed a carefully planned descent. During landing, computer alarms appeared, and the planned site looked unsafe. Therefore, Armstrong guided Eagle farther west to a smoother area. This choice used extra fuel, but it avoided boulders near the original target. The crew's training, quick decisions, and technology helped turn a dangerous approach into a successful landing.
- ③ Text C: Armstrong's first step is often remembered as a single dramatic moment, yet the mission depended on a team. Armstrong and Aldrin worked on the lunar surface, whereas Collins operated Columbia alone in lunar orbit. The astronauts' jobs differed, but each role was necessary. Mission controllers in Houston also monitored data and offered guidance. In contrast to the quick public image of one person stepping onto the Moon, this account emphasizes cooperation among people in space and on Earth.

2 ANSWER WITH EVIDENCE Use the passage

- 1 How is Text A organized? Give two details that show this structure, then explain how it affects the text's style.

- 2 How is Text B organized differently from Text A? Explain how this structure shapes the meaning of Text B.

- 3 Compare Text A and Text C. How does each text's structure lead readers to focus on a different idea about Apollo 11?

- 4 Which text would best help a reader understand why Eagle landed farther west than planned? Explain why its structure makes it the best choice.

3 YOUR TURN Your own words

Choose an invented challenging event that is not about Apollo 11. Write two 45-60-word mini-accounts of it: Account 1 must use time order, and Account 2 must use a problem-and-solution structure. Then write exactly two sentences comparing how the structures create different effects.

PART 1 • READ AND MARK

In each text, number the main parts 1, 2, and so on. Underline words or phrases that show how ideas connect, such as time, cause, a problem and response, or comparison; these clues reveal each text's organization. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How is Text A organized? Give two details that show this structure, then explain how it affects the text's style.	Text A is organized in chronological order. Dates and time phrases, such as July 16, three days later, and July 24, move through the mission step by step. This creates a clear, report-like style.
2	How is Text B organized differently from Text A? Explain how this structure shapes the meaning of Text B.	Text B is organized around a problem and its response, with cause-and-effect links. It emphasizes the danger of the landing and the decisions that made success possible.
3	Compare Text A and Text C. How does each text's structure lead readers to focus on a different idea about Apollo 11?	Text A follows the mission from launch to splashdown, so readers focus on the sequence of events. Text C compares different roles, so readers focus on teamwork rather than one astronaut's famous moment.
4	Which text would best help a reader understand why Eagle landed farther west than planned? Explain why its structure makes it the best choice.	Text B. Its problem-and-response structure presents the unsafe landing site and computer alarms, then explains Armstrong's decision to guide Eagle to a smoother area.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Account 1: At 8:00, Maya placed her bridge model on the testing table. First, it held two weights. Next, one side bent, so she added a cardboard brace. At 8:20, the bridge held six weights. Finally, Maya recorded the result and showed her revised design to the class. Account 2: Maya's bridge sagged because its thin cardboard supports could not carry enough weight. To solve the problem, she studied the weak side and added a folded brace beneath it. As a result, the model became sturdier and held six weights. The revised support changed a failed test into useful evidence. Account 1 moves through the test in time order, creating a step-by-step record. Account 2 links the weak supports to Maya's solution and result, emphasizing how one change solved a problem.

Accept accurate descriptions such as chronological, sequence, problem-and-solution, cause and effect, and compare-and-contrast when supported by passage details. For the open task, accept varied invented events if each account follows the required structure and the two comparison sentences explain different effects.