# One Crisis, Three Designs

Trace how arrangement changes the reader's path through one event.

**11.P.AC.3.c** "Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. (I/C)"

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline time cues, circle cause-and-effect links, and put an N beside details that place you inside a single moment. Use your marks to compare how each paragraph guides a reader through the Apollo 13 crisis.

### Apollo 13 From Three Angles

1. At 9:08 p.m. on April 13, 1970, Apollo 13 astronaut Jack Swigert reported, "Houston, we've had a problem." The crew was about 200,000 miles from Earth when an oxygen tank in the service module exploded. In the dim command module, warning lights and falling oxygen pressure turned a moon landing into a survival crisis. Flight controllers in Houston began sorting through readings from the damaged spacecraft. Outside, the Moon remained their destination, but the plan was gone. The astronauts had to listen for directions while instruments delivered alarming numbers.

2. 9:08 p.m.: An oxygen tank explodes. 9:10 p.m.: Controllers see power and oxygen supplies dropping in Odyssey, the command module. Early April 14: The crew powers down Odyssey and moves into Aquarius, the lunar module, to conserve electricity. Later April 14: Engineers devise a way to fit square command-module carbon-dioxide filters into Aquarius's round openings using materials already aboard. April 17: After looping around the Moon, Apollo 13 splashes down safely in the Pacific Ocean. The dates track the emergency across four tense days, from explosion to return.

3. The rescue depended on a basic fact about the spacecraft: the command module needed its remaining power for reentry. Aquarius had been built for two astronauts for a short lunar stay, yet it became a lifeboat for three people. Conserving power solved one problem, but it created others, including cold temperatures, limited water, and rising carbon dioxide. Ground teams tested procedures on matching equipment, then radioed instructions to the crew. By April 17, those connected problems had been managed well enough for a safe return to Earth.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. Paragraph 1 opens at one alarming instant instead of with a full explanation of the rescue. What does this choice make you notice first, and how is that different from paragraph 3's opening?

2. What form does paragraph 2 most resemble: a timeline, a dramatic scene, or an explanatory note? Defend your choice with two features from its arrangement.

3. Trace one cause-and-effect chain in paragraph 3. How does arranging the information as connected problems help explain the rescue?

4. A museum curator wants visitors to understand both what happened when and why the crew made certain choices. Which two paragraphs should the curator use as models, and what would each contribute?

## 3 YOUR TURN

Your own words

Write a 75- to 90-word science museum panel about Apollo 13 using only details from the passage. Choose either a time-ordered incident log or a cause-and-effect explanation, include at least three accurate facts, and arrange the information to fit your chosen form.

ANSWER KEY

# One Crisis, Three Designs

GRADE 11 · 11.P.AC.3.c

## PART 1 · READ AND MARK

Underline time cues, circle cause-and-effect links, and put an N beside details that place you inside a single moment. Use your marks to compare how each paragraph guides a reader through the Apollo 13 crisis. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | Paragraph 1 opens at one alarming instant instead of with a full explanation of the rescue. What does this choice make you notice first, and how is that different from paragraph 3's opening? | **Paragraph 1 foregrounds the crew's immediate danger and tension. Paragraph 3 foregrounds the technical constraint, saving power for reentry, so it prepares the reader to follow an explanation.** |
| 2 | What form does paragraph 2 most resemble: a timeline, a dramatic scene, or an explanatory note? Defend your choice with two features from its arrangement. | **It resembles a timeline because it uses exact times and dates, and it places events in order from the explosion through the splashdown.** |
| 3 | Trace one cause-and-effect chain in paragraph 3. How does arranging the information as connected problems help explain the rescue? | **The command module needed power for reentry, so power had to be conserved, but conservation brought cold, water, and carbon-dioxide problems. The chain shows why each solution required further action.** |
| 4 | A museum curator wants visitors to understand both what happened when and why the crew made certain choices. Which two paragraphs should the curator use as models, and what would each contribute? | **Paragraph 2 would contribute the dated sequence of events. Paragraph 3 would contribute the causes, constraints, and consequences behind the choices.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

The command module Odyssey needed its remaining power for reentry after an oxygen tank exploded on April 13, 1970. As its oxygen and power supplies fell, the Apollo 13 crew moved into the lunar module Aquarius to conserve electricity. That choice created new difficulties because Aquarius was designed for only two astronauts during a short lunar stay. Engineers on Earth tested procedures and sent instructions by radio. Those linked solutions helped the crew return safely on April 17.

Accept answers that use passage evidence to connect arrangement with purpose, such as dramatic immersion, chronological reference, or causal explanation. For Part 3, accept either form if it contains 75 to 90 words, at least three accurate passage-based facts, and a structure that consistently fits the chosen form.