Moon Mission Voices

Compare sources shaped by role, audience, and timing.

5.T.C.2 "Authors & Speakers: Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline words that tell who created or spoke in each source, circle words that tell when or why it was made, and write 1, 2, or 3 beside details that show each source's point of view.

Three Views of Apollo 11

1 In July 1969, Apollo 11 carried astronauts to the Moon. To study the mission, historian Dana Lee compared three sources. One was a live television broadcast by Walter Cronkite. He spoke while viewers waited for news from space. Cronkite described what mission controllers knew at that moment. Because the landing had not happened yet, he could not report its final results or explain every problem.

2 Another source was a transcript of astronaut Michael Collins speaking from the command module. While Neil Armstrong and Buzz Aldrin worked on the Moon, Collins orbited above them. His words focused on checklists, radio calls, and the spacecraft's path. He spoke as an astronaut doing a job, not as a television host. His view was different because he was alone in orbit during the landing.

3 After the crew returned, NASA engineers prepared the Apollo 11 Mission Report. They wrote for scientists and engineers who needed a careful record of the flight. The report used times, measurements, and technical details. It was produced after the mission, so its authors could study the whole trip. Comparing the broadcast, Collins's words, and the report shows how audience, role, and timing shape a source.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did the timing of Walter Cronkite's broadcast affect what he could tell viewers?

2. How did Michael Collins's role and location shape his point of view?

3. Why did the authors of the Apollo 11 Mission Report use measurements and technical details?

4. How do Cronkite's broadcast and the NASA report give different kinds of information about the mission?

3 YOUR TURN

Your own words

Imagine that your school's power goes out during lunch. Write 3 sentences comparing a principal's message to families and a student's journal entry. Name each author or speaker, explain the audience and circumstances, and include one detail each source would likely focus on.

ANSWER KEY

Moon Mission Voices

GRADE 5 · 5.T.C.2

PART 1 · READ AND MARK

Underline words that tell who created or spoke in each source, circle words that tell when or why it was made, and write 1, 2, or 3 beside details that show each source's point of view. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did the timing of Walter Cronkite's broadcast affect what he could tell viewers?	**He spoke before the landing, so he could report only what controllers knew then, not the final results or every problem.**
2	How did Michael Collins's role and location shape his point of view?	**As an astronaut alone in orbit, he focused on his work, including checklists, radio calls, and the spacecraft's path.**
3	Why did the authors of the Apollo 11 Mission Report use measurements and technical details?	**NASA engineers wrote after the mission for scientists and engineers who needed a careful record of the full flight.**
4	How do Cronkite's broadcast and the NASA report give different kinds of information about the mission?	**Cronkite gave live updates during the mission, while the later NASA report gave a complete technical record based on the whole trip.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The principal would send a message to families after the power outage during lunch. Because families need plans, the message would explain where students will wait and when buses will arrive. A student's journal entry might describe eating in a dark cafeteria and feeling surprised by the sudden quiet.

Accept answers that connect each source's creator or speaker, role or audience, timing or circumstances, and the effect on its information. For the open task, accept reasonable details that show the principal and student would have different perspectives.