One Moment, Four Ways

How genre shapes a reader's understanding

10.2.R.2 "Students will identify characteristics of genres and analyze how they enhance comprehension of fiction, poetry, drama, and nonfiction."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one clue on each card that reveals its genre, then circle a detail that shows what that genre helps you understand about the landing.

Four Cards at the Exhibit

1. At a school exhibit about Apollo 11, four unsigned cards tell visitors about the same historic moment in different ways. The first card states, "On July 20, 1969, Neil Armstrong and Buzz Aldrin landed on the Moon in the lunar module Eagle. Michael Collins remained in lunar orbit aboard Columbia." It cites NASA mission records beneath the text. The second card begins, "Mara pressed her ear to the radio while her father counted each second of silence. She imagined the lander drifting forever, then heard a voice and grabbed his hand." A note explains that Mara is invented, although the landing was real.

2. The third card uses slashes to show where each short line ends. Its words read, "A small voice / across a wide dark / a boot meets dust / and Earth holds its breath." The fourth card presents a short script: "MARA: Did they make it? [She turns up the radio.] FATHER: Listen. [The static fades.] RADIO: The Eagle has landed." The speakers' names and bracketed actions let performers stage a pause before the announcement. Unlike the imagined family on the second card, this scene depends on voices, movement, and timing rather than a narrator describing Mara's thoughts.

3. A visitor could leave the exhibit with four different impressions of one event. The card with a source can settle questions about the crew, but it cannot tell anyone what every listener felt. Mara's private fear gives one possible emotional experience, not evidence that a particular family heard the broadcast. The compressed image of Earth holding its breath stretches a single instant into a shared feeling. Onstage, the written pause becomes as important as the words when actors choose how long to wait. Reading the cards as though each made the same kind of claim would blur these differences.

2 ANSWER WITH EVIDENCE

Use the passage

1. What makes the first card nonfiction, and how does that feature help a reader understand the landing?

2. What makes the second card fiction rather than a historical account? What can a reader understand from it that the first card cannot show?

3. How do the third card's short lines and image of Earth holding its breath shape a reader's understanding of the moment?

4. Which features mark the fourth card as drama? How would they help someone understand the moment differently from the second card's narration?

3 YOUR TURN

Your own words

Write a four-line drama scene about a delayed school bus. Include at least two speaker labels and one bracketed stage direction, then write two sentences explaining how the dialogue and stage direction help a reader understand the delay.

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PART 1 · READ AND MARK

Underline one clue on each card that reveals its genre, then circle a detail that shows what that genre helps you understand about the landing. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What makes the first card nonfiction, and how does that feature help a reader understand the landing?	**It gives factual details and cites NASA mission records, helping readers check who landed and who remained in orbit.**
2	What makes the second card fiction rather than a historical account? What can a reader understand from it that the first card cannot show?	**Mara is invented, and the card describes her imagined thoughts. Her fear offers a possible emotional experience of hearing the landing news.**
3	How do the third card's short lines and image of Earth holding its breath shape a reader's understanding of the moment?	**The short lines slow the moment down, while the image suggests that people across Earth waited anxiously.**
4	Which features mark the fourth card as drama? How would they help someone understand the moment differently from the second card's narration?	**Speaker labels and bracketed stage directions mark it as drama. Dialogue, movement, and a pause let an audience witness the family's reaction instead of reading Mara's thoughts.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

ANA: The bus should have come ten minutes ago.
[She peers down the empty road.]
JAY: The first bell will ring soon.
ANA: I'll call the school office.
The dialogue shows that the delay may make the students late. Ana's action helps the reader picture the empty road and understand why they are worried.

Accept supported interpretations of the poem's image and the script's pause. For Your Turn, look for a four-line scene with two speaker labels and a bracketed direction, followed by two sentences explaining how those features shape understanding.