

One Crisis, Three Designs

Compare an opening scene, a chronology and a causal explanation.

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 These are original instructional adaptations of NASA records, not transcripts or eyewitness quotations. Underline time cues, circle cause-and-effect links, and write N beside a detail that places a reader inside the narrative moment. Compare the actual table with the prose. All needed historical facts are supplied here.

Apollo 13 From Three Angles

- ① **A: narrative opening.** A bang interrupts the flight of Apollo 13. Warning lights appear; the crew reports a problem to Houston. It is April 13, 1970. An oxygen tank in the service module has ruptured, and oxygen is escaping. The planned landing on the Moon gives way to a different task: bringing the three astronauts home. The outcome is still ahead of this opening moment.
- ② **B: chronology.** The table below arranges three selected milestones by date. It is a concise reference for a reader following the mission from departure to return; it does not list every procedure between those milestones. Compare what can be located quickly in its separate rows with what the narrative and explanation make a reader connect across sentences.

SELECTED APOLLO 13 MILESTONES • 1970

Date	Milestone
April 11	Apollo 13 launches with three astronauts.
April 13	An oxygen-tank rupture interrupts the lunar mission.
April 17	The crew returns in Odyssey and splashes down in the Pacific.

- ③ **C: causal explanation.** The damaged oxygen supply disrupted the fuel cells that normally supplied electricity and water. The crew therefore used the lunar module Aquarius as a refuge while preserving the command module Odyssey for reentry. Aquarius had to support three people for longer than planned, so removing exhaled carbon dioxide became a problem. Available square filters from Odyssey did not fit Aquarius's round system openings. Ground teams developed an adapter using materials aboard, allowing those filters to work. Conserving power also left the spacecraft cold; it did not itself produce the carbon dioxide.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① How does A's opening differ from C's? Cite the first information each presents and explain the reader's resulting focus.

- ② Why is B useful for finding a date, but insufficient for explaining the filter adapter?

- ③ Trace the filter problem and response in C. Why would placing the adapter before the mismatch make the explanation harder to follow?

- ④ Complete after Your Turn: explain how one arrangement choice in each of your texts helps visitors. Distinguish what your dated sequence shows from what your causal panel explains.

3

YOUR TURN

Your own words

Create two finished exhibit texts using only the supplied facts. First write a short chronological record. Then write a causal museum panel. Preserve the historical facts while changing their arrangement; do not invent dialogue, thoughts or additional dates. Then complete question 4.

1. Chronological record

Write 40-60 words in three separate dated entries: April 11, April 13 and April 17. Count dates in the total. Use concise event statements, not a dramatic opening.

2. Causal museum panel

Write 75-100 words for visitors unfamiliar with the spacecraft. Explain the loss of normal supplies, the use of Aquarius, and the filter problem and response. Arrange each cause before its consequence or solution. Exclude a title from the count, then return to question 4.

PART 1 • READ AND MARK

These are original instructional adaptations of NASA records, not transcripts or eyewitness quotations. Underline time cues, circle cause-and-effect links, and write N beside a detail that places a reader inside the narrative moment. Compare the actual table with the prose. All needed historical facts are supplied here. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does A's opening differ from C's? Cite the first information each presents and explain the reader's resulting focus.	A begins with a bang and warnings, foregrounding the unfolding emergency before its outcome. C begins with the damaged oxygen supply and its effect on fuel cells, preparing readers to follow causes and responses.
2	Why is B useful for finding a date, but insufficient for explaining the filter adapter?	Separate date/milestone rows support quick lookup and chronological reference. They omit the mismatch between square filters and round openings, so the causal explanation is needed to explain the adapter.
3	Trace the filter problem and response in C. Why would placing the adapter before the mismatch make the explanation harder to follow?	Three people required carbon-dioxide removal; square Odyssey filters did not fit Aquarius's round openings, so an adapter was developed. If the response appeared first, readers would not yet know the problem it solved. Power conservation did not itself produce carbon dioxide.
4	Complete after Your Turn: explain how one arrangement choice in each of your texts helps visitors. Distinguish what your dated sequence shows from what your causal panel explains.	Separate date-first entries let visitors locate a milestone; the dates show order, not every causal link. Placing the filter mismatch before the adapter lets visitors see why that response was needed. Accept two precise arrangement-to-reader connections supported by the student's own texts.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Possible chronological record: April 11: Apollo 13 launches with three astronauts on a planned lunar mission.

April 13: An oxygen-tank rupture interrupts that mission; the crew must work toward returning home.

April 17: The astronauts return in the command module Odyssey and splash down in the Pacific Ocean.

Possible causal museum panel: Apollo 13's damaged oxygen supply disrupted the fuel cells that normally provided electricity and water. The crew used Aquarius as a refuge while preserving Odyssey for reentry. Supporting three people for longer than planned made carbon-dioxide removal a problem. Square filters from Odyssey could help, but they did not fit the round openings of Aquarius's system. Ground teams therefore developed an adapter from materials aboard. The adapter addressed the mismatch so the available filters could remove the gas.

Possible arrangement explanation: Separate date-first entries let a visitor find a milestone without reading a whole narrative. Placing the filter mismatch before the adapter makes the reason for that response clear.

Historical source credit: NASA, Apollo 13: Mission Details (nasa.gov/missions/apollo/apollo-13-mission-details/); Apollo 13: The Successful Failure (nasa.gov/missions/apollo/apollo-13-the-successful-failure/); Detailed Chronology of Events Surrounding the Apollo 13 Accident (nasa.gov/history/detailed-chronology-of-events-surrounding-the-apollo-13-accident/). Texts are instructional paraphrases, not quotations.

TEACHER ASSESSMENT NOTES

Require three distinct dated entries and a complete causal panel within their separate ranges. The entries need not explain every intervening procedure. The panel must establish why available square filters needed an adapter. Do not accept a claim that saving power created exhaled carbon dioxide. No exact filter-installation date or invented crew speech is required. Assess arrangement's effect on readers, not merely correct facts or genre labels. The table and all source-derived facts needed for the task are printed; source links are teacher credits, not a hidden research assignment.