# Moon Mission Files

Compare how sources and visuals organize Apollo 11 information.

**10.RI.1.B** "Compare characteristics of the information from informational, historical, scientific, and technical texts and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams."

NAME _____ DATE _____

## 1 READ AND MARK

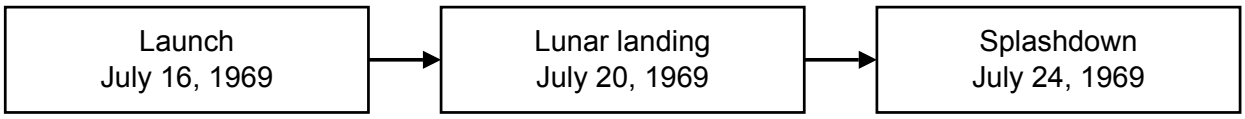
Read it twice

**YOUR JOB** Underline one detail that shows the purpose or feature of each source type: informational, historical, scientific, and technical. Circle each visual display named in the passage, then write the paragraph number beside it.

### Reading Apollo 11 Sources

1 To study Apollo 11, a reader might begin with a general informational overview. It gives a broad summary for readers who need basic context. A historical news article, by contrast, arranges events by date and includes comments from people who watched the mission. Its timeline can place launch, lunar landing, and splashdown in order: July 16, 1969; July 20; and July 24. This format helps readers trace what happened and when. It does not, however, explain every scientific result. A historical account may describe Neil Armstrong stepping onto the Moon, while leaving measurements and test methods to another kind of source.

**APOLLO 11 MISSION TIMELINE – JULY 1969**




2 A scientific report on Moon rocks asks a different question: what can tested evidence show? It states methods, identifies samples, and reports measurements that other researchers can examine. For example, a table might compare two Apollo 11 basalt samples by mass and titanium dioxide percentage. A graph could plot the ages of several samples, using a numbered scale so readers can compare values quickly. Those displays support a claim about the Moon's volcanic past, but they require readers to notice units, labels, and the difference between one sample and a broad conclusion.

③ A technical flight document has another purpose: helping specialists operate equipment safely and accurately. A labeled diagram of the Apollo spacecraft separates the command module, service module, and lunar module, showing how the vehicles connected during the mission. A map marks the Sea of Tranquility, Apollo 11's landing region, rather than telling the mission's whole story. Checklists and numbered procedures give exact actions in sequence. Unlike a historical narrative or a scientific report, this text favors precise directions. Together, the timeline, table, graph, diagram, and map organize information for different questions.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. How does the general informational overview differ from the historical news article?

2. Which two numerical displays could appear in the scientific report, and what would each help readers examine?

3. Read the supplied Apollo 11 timeline. What order do its connected events show, how many days passed from launch to splashdown, and what does the timeline make easier to compare?

4. Why would a reader use the map instead of the labeled spacecraft diagram?

## 3 YOUR TURN

Your own words

Choose a different exploration mission. In three sentences, explain what an informational overview, a historical account, a scientific report, and a technical guide would each contribute. Name one visual display in one of your sentences and explain what readers could interpret from it.

**ANSWER KEY** # Moon Mission Files

**GRADE 10 · 10.RI.1.B**

## PART 1 · READ AND MARK

Underline one detail that shows the purpose or feature of each source type: informational, historical, scientific, and technical. Circle each visual display named in the passage, then write the paragraph number beside it. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | How does the general informational overview differ from the historical news article? | **The overview gives broad basic context, while the historical article organizes dated events and includes comments from people who watched the mission.** |
| 2 | Which two numerical displays could appear in the scientific report, and what would each help readers examine? | **A table could compare sample mass and titanium dioxide percentage. A graph could compare the ages of several samples by using a numbered scale.** |
| 3 | Read the supplied Apollo 11 timeline. What order do its connected events show, how many days passed from launch to splashdown, and what does the timeline make easier to compare? | **It shows launch on July 16, lunar landing on July 20, and splashdown on July 24, 1969. Eight days passed from launch to splashdown. Its connected dated events make chronological order and elapsed time easy to compare; each adjacent interval is four days.** |
| 4 | Why would a reader use the map instead of the labeled spacecraft diagram? | **The map identifies the Sea of Tranquility as the landing region, while the diagram shows the spacecraft's modules and how they connected.** |

**PART 3 · YOUR TURN (SAMPLE ANSWER)**

An informational overview of Mars Pathfinder could summarize the mission's purpose and major events for a new reader. A historical account could use a timeline and quotations to show that the lander reached Mars on July 4, 1997, while a scientific report could analyze Sojourner rover measurements to investigate Martian rocks. A technical guide could use labeled parts and procedures to explain how the rover operated, and a map of Ares Vallis would help readers interpret where the lander and rover worked.

Accept equivalent comparisons that identify each source's purpose, organization, and type of evidence. For the open task, accept another accurate exploration mission if the response addresses all four source types and explains a visual display's use. For Q3, require interpretation of the supplied timeline's dated sequence; 24−16=8 days and 20−16=24−20=4 days. Other displays in the prose remain described examples, not falsely claimed supplied graphics. No full set of every visual type is required.