

# WR.3 NARRATIVE

## Lesson 3 Narrative Prompt Analysis

### Introduction

In this lesson, students are introduced to the unit’s narrative writing prompt: Based on the texts and photographs provided, write a narrative retelling the moment of the first lunar landing from one of the following perspectives: a) Neil Armstrong, the first person on the moon; b) Buzz Aldrin, the second person on the moon; c) Michael Collins, the astronaut who remained in the space craft orbiting the moon; d) a person in the control room in Houston, Texas; or e) a person (a child, a teenager, a soldier, etc.) watching the live television broadcast. As the first step in the writing process, students analyze the prompt to determine the writing task for this unit. Students also discuss how the purpose and audience influence their understanding of the task. Student learning is assessed via completion of the WR.3 Lesson 3 Prompt Analysis Exit Slip, in which students explain in their own words what the prompt requires of them. Students then transition to reading and analyzing “Mission Highlights” section of the text “Apollo 11 Mission Overview,” which describes the lunar landing mission, beginning with the launch and ending with the return to Earth.

For homework, students read and annotate the article “They Remember Where They Were That Night” by Denny Gainer, and respond briefly in writing to the following question using evidence from the article: Choose one person’s recollection. How does this recollection influence your understanding of the significance of the first lunar landing?


- ① Based on students’ familiarity with narratives and narrative writing, this lesson may extend beyond one class period.

### Standards

Assessed Standard(s)	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Addressed Standard(s)	
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and

	<p>research.</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>
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## Assessment

Assessment(s)
<p>Student learning is assessed via completion of the WR.3 Lesson 3 Prompt Analysis Exit Slip. Students respond to the following prompt:</p> <ul style="list-style-type: none"> <li>In your own words, explain what the prompt requires you to do and consider how purpose and audience influence your task.</li> </ul> <p> Refer to the <a href="#">Model WR.3 Lesson 3 Prompt Analysis Exit Slip</a> at the end of the lesson.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Explain what the prompt requires (e.g., The task is to choose a particular person’s perspective and use the information from the provided texts and photographs to develop an imagined story about experiencing the first lunar landing. I need to learn about different people who experienced the first lunar landing and the details of what happened during this event.).</li> <li>Explain how the purpose and audience influence the task (e.g., I must use effective techniques, well-chosen details, and well-structured event sequences to develop the experience of the first lunar landing in a way that my classmates and teacher find interesting and engaging.).</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>module (n.) – any of the individual, self-contained segments of a spacecraft, designed to perform a particular task</li> <li>deployment (n.) – the act of organizing and sending out (people or things) to be used for a particular purpose</li> <li>trajectory (n.) – the curved path along which something (such as a rocket) moves through the air or through space</li> </ul>

- orbit (n.) – the curved path, usually elliptical, described by a planet, satellite, spaceship, etc., around a celestial body, as the sun
- jettisoning (n.) – the casting (of goods) overboard in order to lighten a vessel or aircraft or to improve its stability in an emergency
- maneuver (n.) – an act or instance of changing the direction of a moving ship, vehicle, etc., as required
- rendezvous (n.) – a meeting of two or more spacecraft in outer space

#### Vocabulary to teach (may include direct word work and/or questions)

- None.

#### Additional vocabulary to support English Language Learners (to provide directly)

- crewed (adj.) – having a group of people who operate a ship, airplane, or train
- subsequent (adj.) – happening or coming after something else
- manually (adv.) – operating or controlling with the hands
- crater (n.) – a large round hole in the ground made by the explosion of a bomb or by something falling from the sky
- medallions (n.) – large medals
- bearing (v.) – having a surface on which something is written, drawn, etc.

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>• Standards: W.9-10.5, W.9-10.9.b</li> <li>• Text: “Apollo 11 Mission Overview”</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Analysis of the Prompt</li> <li>4. Prompt Analysis Exit Slip</li> <li>5. Reading and Discussion</li> <li>6. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 20%</li> <li>3. 20%</li> <li>4. 10%</li> <li>5. 40%</li> <li>6. 5%</li> </ol>

## Materials

- Copies of the WR.3 Lesson 3 Prompt Analysis Exit Slip for each student
  - Copies of the Settings, Characters, and Events Chart for each student (optional)
  - Copies of “They Remember Where They Were That Night” by Denny Gainer for each student
- ① Consider numbering the paragraphs of “They Remember Where They Were That Night” before the lesson.

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
①	Indicates instructional notes for the teacher.

### Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda. In this lesson, students are introduced to the unit’s narrative writing prompt. As the first step in the writing process, students analyze the prompt to determine the writing task for this unit. Students also discuss how the purpose and audience influence their understanding of the task, which they demonstrate on the WR.3 Lesson 3 Prompt Analysis Exit Slip. Students then transition to reading and analyzing the “Mission Highlights” section of the text “Apollo 11 Mission Overview,” which describes the lunar landing mission, beginning with the launch and ending with the return to Earth.

- Students look at the agenda.

### Activity 2: Homework Accountability

20%

Instruct students to take out their responses to the first part of the previous lesson’s homework assignment. (Respond briefly in writing to the following question: What might have been the prompt for the model College Application Essay? Give three reasons to support your answer.)

Instruct students to form pairs or small groups to discuss their responses.

☛ Student responses may include:

- The prompt might have been to explain something about one’s personal life that is important in making the writer who she or he is, because the writer states at the beginning, “Shoes have made a huge impact on [his] life in ways varied and unexpected” (par. 1).
- The writer then details why shoes have played an important role in shaping his personality. Shoes “taught [him] the value of a hard-earned dollar” (par. 2) and helped him fulfill his “mission to contribute positively to the world around [him]” (par. 5). The writer also includes a major event, the shoe drive, which shows how shoes have influenced his life in an “unexpected” (par. 1) way.

Post or project the actual prompt for the model College Application Essay:

- Some students have a background or story that is so central to their identity that they believe their application would be incomplete without it. If this sounds like you, then please share your story.

Inform students that this prompt is from the 2014 Common Application. Inform students that the Common Application is an undergraduate college admission application that applicants may use to apply to any of 517 member colleges and universities. Explain that as part of the Common Application, applicants must write a 650-word personal narrative in response to one of several writing prompts.

Lead a brief whole-class discussion about whether the model College Application Essay answered the prompt.

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Instruct students to take out their responses to the second part of the previous lesson’s homework assignment. (Read the “Mission Objective” section of the text “Apollo 11 Mission Overview.” Also, box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in context and write a brief definition above or near the word in the text.)

Instruct student pairs or small groups to discuss the vocabulary words they identified and defined.

☛ Students may identify the following words: *module*, *deployment*, *trajectory*, and *orbit*.

① **Differentiation Consideration:** Students may also identify the following word: *crewed*.

① Definitions are provided in the Vocabulary box in this lesson.

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Instruct student pairs or small groups to discuss the following questions about the “Mission Objective” section of the “Apollo 11 Mission Overview” text:

**In your own words, what was the main objective of the Apollo 11 mission?**

- ☞ The main objective of the Apollo 11 mission was to have a person land on the moon and then return to Earth.

**What in this text indicates that the Apollo 11 mission was important to Americans?**

- ☞ According to the text, having a person land on the moon and return safely was “a national goal set by President John F. Kennedy on May 25, 1961” (par. 1).

**What objectives were the astronauts tasked with completing during the Apollo 11 mission?**

- ☞ The astronauts were tasked with conducting “scientific exploration” by collecting samples of the moon’s surface, photographing the landscape, and “deploy[ing] scientific equipment” (par. 2). The astronauts were also supposed to “deploy[] ... a television camera” (par. 2) so that people on Earth could see what they were doing on the moon.

Lead a brief whole-class discussion of student responses.

**Activity 3: Analysis of the Prompt****20%**

Explain that in this unit, students craft a narrative that addresses a prompt, just like the narrative models they analyzed in Lessons 1 and 2.

Display or distribute the prompt below for this unit’s narrative. Explain that in the following lessons in this unit, students will plan, draft, and revise a narrative to address the following prompt:

**Based on the texts and photographs provided, write a narrative retelling the moment of the first lunar landing from one of the following perspectives:**

- a) Neil Armstrong, the first person on the moon;**
- b) Buzz Aldrin, the second person on the moon;**
- c) Michael Collins, the astronaut who remained in the space shuttle orbiting the moon;**
- d) a person in the control room in Houston, Texas; or**
- e) a person (a child, a teenager, a soldier, etc.) watching the live television broadcast.**

Instruct students to Think, Pair, Share on the following questions, taking notes about their thinking as necessary. Students may use a notebook or a piece of paper to record their notes to be used later in the unit.

**What are your initial reactions to this prompt? What are your initial thoughts and questions about the experience of the first lunar landing?**

💬 Student responses will vary.

Lead a brief whole-class discussion of student responses. Explain that throughout the unit, students have many opportunities to share their thoughts, reactions, and questions about the prompt's topic. They also have opportunities to answer their questions as they read and discuss the texts and other media related to the prompt's topic.

Explain to students that analyzing the prompt is the first step in the writing process. Understanding what the prompt requires them to do, or their *task*, allows students to plan their next steps and ensure that they address the prompt appropriately and completely.

Instruct students to Turn-and-Talk about the following question:

**Reread the prompt and define the *task* in your own words.**

💬 The task is to choose a particular person's perspective and use the information from the texts and photographs to develop a story about experiencing the first lunar landing.

① **Differentiation Consideration:** If necessary, explain to students that a prompt informs students of their *task*. Provide students with the following definition: the *task* is the work they must do in order to respond to the prompt.

▶ Students write the definition of *task* in the appropriate section of their vocabulary journals.

① **Differentiation Consideration:** If students struggle with this question, consider asking the following questions:

**On which “moment” does the prompt require you to focus?**

💬 The prompt specifies “the first lunar landing,” so my narrative should focus on conveying the experience of this event.

**The prompt includes the phrase, “Based on the texts and photographs provided.” Why is this phrase important? How does this phrase influence the way you will write your narrative?**

💬 This phrase is important because it indicates that my narrative should use the texts and photographs given to me as a basis for developing an experience. Although my narrative will convey an imagined experience, the prompt indicates that I should use the information in the texts and photographs to base my imagined experience in reality.

Lead a brief whole-class discussion of student responses.

Explain to students that once they have read the prompt and noted their initial reactions, they should analyze the prompt in more detail to ensure that they fully understand what the prompt requires them to do in their narrative.

Post or project the questions below. Instruct students to Turn-and-Talk about the following questions, referring to the prompt as necessary:

**The prompt says that you must write a “narrative.” Why is this word important? How does this word influence the way you will write your paper?**

- Writing a narrative requires me to use techniques such as dialogue, pacing, description, and reflection in order to develop an experience. I must develop a sequence of events with characters and settings and use telling details and sensory language to create a vivid picture of the first lunar landing from a particular character’s perspective.

**What does the word *perspective* mean? In the context of this unit’s prompt, what does it mean to write from a *perspective*?**

- A *perspective* is how a person interprets an issue, which includes how the person relates to and analyzes the issue. Writing from a perspective means that I must describe the experience of the first lunar landing from a particular person’s understanding of and relationship to that experience. I must make it clear how the perspective I choose is related to the first lunar landing, and my descriptions should be from this perspective.
- ① **Differentiation Consideration:** If necessary, provide students with the following definition: *perspective* is how one understands an issue, including one’s relationship to and analysis of the issue.
- Students write the definition of *perspective* in the appropriate section of their vocabulary journals.

**Explain whether this prompt requires you to develop a real or imagined experience or a combination of real and imagined.**

- The prompt requires me to develop an imagined experience based in reality. The word “retelling” in the prompt suggests that my narrative will be a different telling of the lunar landing. The narrative is about a real historical event, so some elements like the locations, specific events, and some of the people will be real, but the details like the dialogue and sensory descriptions will be imagined from the perspective of a particular character.

**What information would be helpful for you to know in order to respond to this prompt? How might you use this information in your narrative?**



🗨️ Student responses will vary but may include:

- Knowing about who was involved in the first lunar landing and how they became involved would be helpful. I could use this information to develop the characters in my narrative.
- Learning what happened before, during, and after the first lunar landing would be helpful. I could use this information to determine the specific events and details to include in my narrative.
- Knowing about the cultural and political context of the first lunar landing would be helpful, because this information could influence the way I develop my characters' backgrounds, motivations, fears, and desires and their reactions to this historical event.

Lead a brief whole-class discussion of student responses.

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Explain to students that knowledge of the audience also influences the way they execute their task and attempt to fulfill their purpose. Inform students that the audience for their narrative paper is composed of their teacher and classmates. Ask students to Think, Pair, Share about the following question:

**How does awareness of audience influence your understanding of the task and purpose?**

🗨️ Student responses may include:

- Because my teacher and classmates are familiar with the topic, I should develop an engaging and creative story.
- My teacher and classmates will have the same information about the topic as I do, so I need to ensure that my factual details are true.
- My teacher and classmates will expect a well-written paper, so to ensure that my audience understands my story, I will have to use correct English.

Lead a brief whole-class discussion of student responses.

① Consider reminding students that they learned the meaning of *purpose* and the multiple purposes of narrative writing in Lesson 2.

## Activity 4: Prompt Analysis Exit Slip

10%

Inform students that the assessment for this lesson requires students to explain the prompt in their own words and consider how purpose and audience influence their task. Distribute a copy of the WR.3 Lesson 3 Prompt Analysis Exit Slip to each student. Instruct students to independently complete the WR.3 Lesson 3 Prompt Analysis Exit Slip.

See the High Performance Response and the Model WR.3 Lesson 3 Prompt Analysis Exit Slip for sample student responses.

- ① Consider informing students that this exit slip constitutes their statements of purpose for their narratives. Explain to students that they will return to this statement throughout the writing process to ensure they keep in mind their task, purpose, and audience. Students may store these statements in a folder or writing portfolio.

## Activity 5: Reading and Discussion

**40%**

- ① The following activity addresses the expectations of W.9-10.9.b.

Inform students that in order to be able to write about the first lunar landing from a particular perspective, they must develop a way of tracking details about the settings, characters, and events related to this historical moment from the texts they read in this unit. Having this material in an organized and accessible format will make it easier for students to organize their own ideas in their writing.

Lead a whole-class discussion about different ways to track information in texts.

**What are some of the ways to track and organize information from the texts?**

Student responses may include:

- Annotating the texts themselves is one way to track the information. For example, important events can be starred.
- Listing notes in a notebook or on paper about settings, characters, and events in one place is a good way to track information.
- Creating a chart or organizing tool for tracking settings, characters, and events can be helpful.

Inform students that they are responsible for using the method they find most effective to organize information from the texts in this unit. Explain to students that reading and noting settings, characters, and events is part of the planning process for successfully drafting a narrative, because students can choose to use settings, characters, events, and other details from these texts to inform and develop their own narratives.

Distribute a blank copy of the Settings, Characters, and Events Chart to each student or instruct students to create their own charts on blank pieces of paper by recording the title of the text on the top of the page, drawing three columns, and labeling each column as “Setting,” “Characters,” or “Events.”

- Students examine or create the Settings, Characters, and Events Chart.

The Settings, Characters, and Events Chart that students use or create is meant to serve as an example of one way of organizing information.

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Instruct students to form pairs or small groups and take out their copies of “Apollo 11 Mission Overview.”

- ① **Differentiation Consideration:** If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

Provide students with the following definitions: *jettisoning* means “the casting (of goods) overboard in order to lighten a vessel or aircraft or to improve its stability in an emergency,” *maneuver* means “an act or instance of changing the direction of a moving ship, vehicle, etc., as required,” and *rendezvous* means “a meeting of two or more spacecraft in outer space.”

- ① Students may be familiar with these words. Consider asking students to volunteer definitions before providing them to the class.

- ▶ Students write the definitions of *jettisoning*, *maneuver*, and *rendezvous* on their copies of the text or in the appropriate section of their vocabulary journals.

- ① **Differentiation Consideration:** Consider providing students with the following definitions: *subsequent* means “happening or coming after something else,” *manually* means “operating or controlling with the hands,” *crater* means “a large round hole in the ground made by the explosion of a bomb or by something falling from the sky,” *medallions* means “large medals,” and *bearing* means “having a surface on which something is written, drawn, etc.”

- ▶ Students write the definitions of *subsequent*, *manually*, *crater*, *medallions*, and *bearing* on their copies of the text or in appropriate section of their vocabulary journals.

Instruct students to read the “Mission Highlights” section of “Apollo 11 Mission Overview” (from “Apollo 11 launched from Cape Kennedy on July 16, 1969” to “nine minutes west longitude July 24, 1969”).

Instruct students to annotate the text for items they find interesting and engaging, such as an unusual word choice, beautiful phrase, illuminating insight, or surprising event.

After students read and annotate the text, post or project the following set of questions for students to discuss before sharing out with the class. Instruct students to annotate the text for important details related to this unit’s writing prompt as they discuss each question, remembering to include short notes or labels to record their thinking.

- ① **Differentiation Consideration:** If the skill of annotation is new or challenging to students, consider posting or projecting the text and asking student volunteers to share their annotations for important

details related to this unit’s writing prompt. Consider posting or projecting the volunteered annotations.

### Who was involved in the Apollo 11 mission? Describe their roles.

Student responses should include:

- Neil Armstrong was the Commander of the mission. He was the first person who “stepped onto the moon” (par. 10).
- Michael Collins was the Command Module Pilot. He did not land on the moon; instead, he piloted the Command Module spacecraft, the Columbia, around the moon, waiting for the “subsequent [lunar module] rendezvous and docking after completion of the lunar landing” (par. 7) in order to return to Earth.
- Edwin “Buzz” Aldrin was the Lunar Module Pilot. Aldrin was the second person on the moon.

### Where did “the Eagle land[]” (par. 9)? Describe the landing.

The Eagle had to be “[p]artially piloted manually by Armstrong” before it settled “in the Sea of Tranquility” (par. 9). This was not actually where the Eagle was supposed to land. In fact, the Sea of Tranquility landing site “was about four miles downrange from the predicted touchdown point and occurred almost one-and-a-half minutes earlier than scheduled” (par. 9).

### Once “the Eagle landed” (par. 9), what did the astronauts do? Describe the sequence of events on the moon.

Student responses should include:

- Instead of taking the scheduled “four-hour rest period” after landing, the astronauts prepared to exit the Eagle “as soon as possible” (par. 10).
- Armstrong “emerged from the Eagle” first, taking along the TV camera, and then “Aldrin followed him” (par. 10).
- The president of the United States “spoke by telephone link with the astronauts” (par. 10).
- The astronauts left “[c]ommemorative medallions” and a disk “containing micro miniaturized goodwill messages” on the surface of the moon (par. 11).
- Aldrin explored the surface by “deploy[ing] the Early Apollo Scientific Experiments Package” (par. 12).
- The astronauts both “gathered and verbally reported on the lunar surface samples” (par. 12).
- Aldrin re-entered the Eagle first, and then Armstrong re-entered after him.

### How did the Apollo 11 mission end?

- After resting, Armstrong and Aldrin launched the Eagle from the moon and “[d]ock[ed] with Columbia” (par. 13), meeting back up with Collins. Then, “the astronauts slept for about 10 hours” (par. 14) before beginning the process to land on Earth. “Apollo 11 splashed down in the Pacific Ocean” (par. 15), and the USS Hornet picked up the astronauts.

**Compare the amount of time the entire Apollo 11 mission lasted with the amount of time Armstrong and Aldrin spent on the moon. Comment on the difference.**

- Student responses should include:
  - The mission lasted for “195 hours, 18 minutes, 35 seconds” (par. 15), or just over eight days from July 16 to July 24, 1969. Comparatively, the astronauts only “spent 21 hours, 36 minutes on the moon’s surface” (par. 13), and the time outside the lunar module actually stepping on the moon’s surface was a little “more than two-and-a-half hours” (par. 12).
- Student responses will vary but may include:
  - Considering the length of the entire mission, two-and-a-half hours seems like such a short period of time to actually be on the moon.

Lead a brief whole-class discussion of student responses. Instruct students to record any significant settings, characters, and events discussed in this section.

- Differentiation Consideration:** Students may use their Settings, Characters, and Events Chart to record the significant settings, characters, and events they identified and discussed.

## Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to read and annotate the article “They Remember Where They Were That Night” by Denny Gainer and respond briefly in writing to the following question using evidence from the article:

**Choose one person’s recollection. How does this recollection influence your understanding of the significance of the first lunar landing?**

- Students follow along.

## Homework

Read and annotate the article “They Remember Where They Were That Night” by Denny Gainer and respond briefly in writing to the following question using evidence from the article:

**Choose one person’s recollection. How does this recollection influence your understanding of the significance of the first lunar landing?**

## WR.3 Lesson 3 Prompt Analysis Exit Slip

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** In your own words, explain what the prompt requires you to do and consider how purpose and audience influence your task.

<b>Writing Prompt:</b>	<b>Based on the texts and photographs provided, write a narrative retelling the moment of the first lunar landing from one of the following perspectives: a) Neil Armstrong, the first person on the moon; b) Buzz Aldrin, the second person on the moon; c) Michael Collins, the astronaut who remained in the space shuttle orbiting the moon; d) a person in the control room in Houston, Texas; or e) a person (a child, a teenager, a soldier, etc.) watching the live television broadcast.</b>
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**Explanation of the prompt in your own words:**

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## Model WR.3 Lesson 3 Prompt Analysis Exit Slip

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** In your own words, explain what the prompt requires you to do and consider how purpose and audience influence your task.

<b>Writing Prompt:</b>	Based on the texts and photographs provided, write a narrative retelling the moment of the first lunar landing from one of the following perspectives: a) Neil Armstrong, the first person on the moon; b) Buzz Aldrin, the second person on the moon; c) Michael Collins, the astronaut who remained in the space shuttle orbiting the moon; d) a person in the control room in Houston, Texas; or e) a person (a child, a teenager, a soldier, etc.) watching the live television broadcast.
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### Explanation of the prompt in your own words:

The task is to choose a particular person's perspective and use the information from the provided texts and photographs to develop an imagined story about experiencing the first lunar landing. I need to learn about different people who experienced the first lunar landing and the details of what happened during this event. I must use effective techniques, well-chosen details, and well-structured event sequences to develop the experience of the first lunar landing in a way that my classmates and teacher find interesting and engaging.



## Settings, Characters, and Events Chart

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Record the significant settings, characters, and events from each text in this chart. Include details (e.g., dialogue, description, etc.) that develop each of these elements. Cite textual evidence to support your work.

<b>Text Title:</b>		
<b>Settings</b>	<b>Characters</b>	<b>Events</b>

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<b>Settings</b>	<b>Characters</b>	<b>Events</b>

## Model Settings, Characters, and Events Chart

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Record the significant settings, characters, and events from each text in this chart. Include details (e.g., dialogue, description, etc.) that develop each of these elements. Cite textual evidence to support your work.

<b>Text Title:</b>	“Apollo 11 Mission Overview”	
<b>Settings</b>	<b>Characters</b>	<b>Events</b>
<p>Cape Kennedy:</p> <ul style="list-style-type: none"> <li>this is where the launch took place</li> </ul> <p>Lunar Module:</p> <ul style="list-style-type: none"> <li>also known as the Eagle</li> </ul> <p>Sea of Tranquility:</p> <ul style="list-style-type: none"> <li>this is where the Eagle landed</li> <li>this was “about four miles downrange from the predicted touchdown point” (par. 9)</li> </ul> <p>Pacific Ocean:</p> <ul style="list-style-type: none"> <li>this is where the spacecraft landed when it returned to Earth</li> </ul>	<p>Neil Armstrong:</p> <ul style="list-style-type: none"> <li>Commander of Apollo 11 mission</li> <li>He “[p]artially piloted” the Eagle to where it landed on the moon (par. 9).</li> <li>He was the first person who “stepped onto the moon” (par. 10).</li> <li>He helped collect “lunar surface samples” (par. 12).</li> </ul> <p>Michael Collins:</p> <ul style="list-style-type: none"> <li>Command Module Pilot</li> <li>He did not land on the moon.</li> <li>He piloted the Columbia around the moon, waiting for the “subsequent [lunar module] rendezvous and docking after</li> </ul>	<p>Launch:</p> <ul style="list-style-type: none"> <li>happened on July 16, 1969</li> </ul> <p>Landing on the moon:</p> <ul style="list-style-type: none"> <li>The Eagle had to be “[p]artially piloted manually by Armstrong” before it landed (par. 9).</li> <li>The Eagle did not land where it was predicted to land. Instead, it “landed in the Sea of Tranquility” (par. 9).</li> </ul> <p>Exploring the moon:</p> <ul style="list-style-type: none"> <li>Instead of taking the scheduled “four-hour rest period” after landing, the astronauts prepared to exit the Eagle “as soon as possible” (par. 10).</li> <li>Armstrong “emerged from the Eagle” first, taking along the TV camera, and then “Aldrin followed him” (par. 10).</li> <li>The president of the United States “spoke by telephone link with the astronauts” (par. 10).</li> <li>The astronauts left “[c]ommemorative medallions” and a disk “containing micro miniaturized goodwill messages” on the surface of the moon (par. 11).</li> <li>Aldrin explored the surface by “deploy[ing] the Early Apollo Scientific Experiments Package”</li> </ul>

	<p>completion of the lunar landing” (par. 7) in order to return to Earth.</p> <p>Edwin “Buzz” Aldrin:</p> <ul style="list-style-type: none"> <li>• Lunar Module Pilot</li> <li>• “About 20 minutes” after Armstrong set foot on the moon, “Aldrin followed him” (par. 10).</li> </ul>	<p>(par. 12).</p> <ul style="list-style-type: none"> <li>• Armstrong and Aldrin “gathered and verbally reported on the lunar surface samples” (par. 12).</li> <li>• Aldrin re-entered the Eagle first, and then Armstrong re-entered after him.</li> </ul> <p>Returning to Earth:</p> <ul style="list-style-type: none"> <li>• happened on July 24, 1969</li> <li>• “Apollo 11 splashed down in the Pacific Ocean.” (par. 15)</li> </ul>
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