

## PART 1: LAUNCH

## Welcome 🕒

## View a Video

Play “Go!” 📺 by Public Broadcasting Service .

## Launch 🕒

Post the Focusing Question and Content Framing Question.

Students identify people from *Moonshot* who also appeared in the video.

Students may notice:

- Astronauts (Neil Armstrong, Michael Collins, and Buzz Aldrin)
- Mission Control
- The public

Ask:

**“Who are the people featured in the historical footage from “Go!”? Who are the people featured in *Moonshot*? Who is most important in “Go!”? *Moonshot*? How do you know?”**

- *The astronauts are most important in Moonshot because the mission is told in the present tense perspective of the astronauts.*

## Teacher Note

Some students may notice that the author’s use of the present-tense helps the reader to experience the events from the astronauts’ point of view, as the events occur.

- *The people in Mission Control are most important in “Go!” because we are watching the mission unfold from the present tense perspective of the NASA workers in Mission Control and because the video returns to the Mission Control room frequently as they confirm that the mission is ready to go.*

Remind students that we have been learning about how the author makes specific choices to develop a main idea in a text. Authors choose which people to include in a text and how much attention to give to different people in a text.

In this Launch, students have the opportunity to connect what they’ve already learned in their core text, *Moonshot*, with what they saw in the video “Go.” Students begin to compare and contrast who is featured in each text and why those choices might have been made as they develop an understanding of how authors craft their narratives and why. By using the same text but applying it in new ways, the lesson design supports coherence for students as well as instructional pacing.

## PART 2: LEARN

### Learn

#### Reread and Annotate for Point of View 🕒

##### PAIRS

Reread aloud pages 26–27, as students follow along, paying close attention to how the illustrations and text show the different points of view of the astronauts and the people on Earth.

Post the following TDQs. Students Think-Pair-Share in response to each question before sharing with the class.

**1 How does the description of the astronauts on page 26 differ from the perspective of the public watching the landing on TV?**

- The text describes Michael Collins as “a single circling soul” [26].
- The text describes Armstrong and Aldrin as taking the Eagle “low and lower” and carefully planning a safe landing. [26]
- The text describes the people on the television as relying on “only maps and models” and listening to “strange sounds,” such as “whistles, beeps, and static.” [27]

**2 How do the multiple descriptions help you understand how the perspectives of the astronauts and the public differ?**

- Describing Michael Collins as a “single circling soul” shows that he is all by himself and responsible for keeping the Columbia on track while the other astronauts are on the Moon.
- The description of Armstrong and Aldrin’s descent in the Eagle shows that they were completely focused on their work. They were not thinking about anything else.
- Describing the public as relying on “only maps and models” and able to hear but not see the events of the Moon landing shows that the people watching on television were very interested, but they could not really understand what was happening in space because they only had some of the information that the astronauts had. They could not see what the astronauts saw and they could not really share the experience.

In the beginning of Learn, students revisit the text they’ve been reading to answer a new set of questions.

Through this activity, students engage in the instructional routine of Think-Pair-Share to answer text dependent questions (TDQs). Since both the text and the instructional routines are familiar, students can focus their attention on answering these new questions about the text. The text continuity supports coherence and pacing, and the practice with the same text strengthens comprehension for students. While the text is a constant, students are asked to consider the text in a new way, supporting long-term knowledge acquisition as they apply their knowledge of the moon landing to their understanding of the text.

#### Extension

**What synonym clarifies the meaning of *clipped* on this page, and what other meaning does *clipped* have?**

- The synonym *quick* clarifies the meaning of *clipped* on this page, which describes the speech the astronauts use to share “news of altitudes and speeds.”
- Another meaning of the word *clipped* is “cut.”

Provide the following definition for students to record in the “New Words” section of their Vocabulary Journals.

Word	Meaning
clipped (adj.)	Quick, as in speech.

Reread the text on pages 26–31 aloud as students follow along, again paying close attention to the different points of view of the people included in the text.

**3 According to the text, how does Armstrong's point of view about landing the *Eagle* differ from that of the people watching on television, and how do you know?**

- The text says, "Armstrong is calm—but on Earth they cheer!" [31]
- Armstrong's point of view is that he has just done his job. When he reports the landing he is "as calm as a man who just parked a car." [31]
- The point of view of the people watching at home is that Armstrong has just done something remarkable. The illustration shows the man wiping his eyes as he watches the events on television and the children are jumping up, with their hands raised. Even the dog seems to take notice of the remarkable events.

### Scaffold

If students are still unclear on the differences between points of view, consider asking the following scaffolding questions:

- What do the astronauts experience on the Moon that people far away do not experience? How does this change their understanding of the Moon?

	Astronauts	Public Watching Television
What they see	Craters Broken stone and rock Shadows and deep craters The Moon getting closer The surface of the Moon—"Clean and flat, not too far!" A spray of dust.	Maps Models
What they hear	Voices giving information about altitude, fuel, etc.	Voices giving information about altitude, fuel, etc. Whistles, beeps, static
What they feel	Worried—will they find a place to land? Calm—like "a man who just parked a car"	Worried Curious Excited

Divide the class into small groups, and assign each group one of the following points of view:

Through this Think-Pair-Share and whole class discussion, students have opportunities to practice identifying and understanding points of view. Before wrapping up this portion of Learn, the teacher has an opportunity to ensure students are building a working understanding of point of view before proceeding to the next portion of the lesson. Based on student discussion and responses, the teacher has an informal measure of student understanding.

The teacher also has an option to scaffold this task if needed so all students can engage in the next portion of learning for this lesson.

Divide the class into small groups, and assign each group one of the following points of view:

- Astronauts
- Mission Control
- Launch Control
- Public

Distribute [Handout 16A: Identifying Points of View](#).

Students reread *Moonshot* in their small group, thinking about the events of the text from the point of view of the assigned group. Students use sticky notes to identify pages that help them understand the point of view of the different people in the text as they complete the handout.

#### Teacher Note

Because the bulk of the attention focuses on the astronauts, consider assigning sections of the text to students analyzing how Flocia presents the astronauts' point of view during different stages of the mission.

Possible chunking includes:

- Pages [4–7]: Launch preparations
- Pages [10–16]: Liftoff
- Pages [16–25]: Journey to Moon
- Pages [26–31]: Lunar landing
- Pages [32–37]: Moonwalk
- Pages [38–40]: Return to Earth

Post the following questions to guide student thinking as they reread the text:

- What event are you reading about?
- How do the illustrations in this passage deepen the reader's understanding of the people's point of view?
- How does the text describe what are the people in this passage thinking or feeling?

#### Teacher Note

Encourage students to note the use of nonliteral language in the text, as well as rhetorical devices such as repetition and onomatopoeia that help bring to life the experiences of the people involved in the Apollo 11 mission. To reinforce student learning about nonliteral language and prepare them for more in-depth work in future lessons, consider having students star the comparisons they notice that help them better understand point of view. Students will work with similes and metaphors in Lesson 21.

Students form small groups of four. Each group should have at least one member from each of the previous small groups.

As a group, students briefly discuss what they noticed about how Brian Flocia presents different points of view in the text.

### Extension

While the majority of people working as part of Launch Control and Mission Control were men in 1969, a few women also worked as engineers. Consider linking to the following video biography of Katherine Johnson, who received the Presidential Medal of Freedom in 2015 for her contributions to NASA:

[Katherine Johnson: The Girl Who Loved to Count](#)

At this point in the lesson, students are asked to reread the text again for a different purpose than previously. Now, with a greater understanding of perspective, they're asked to focus on the events for a specific point a view. Since this task builds on the previous one, students already have familiarity with both the text and the instructional routine, freeing up cognitive space to focus on understanding point of view.

Throughout the lesson, extension tasks offer opportunities to continue knowledge building for students who have well-developed skills or who seek an additional challenge. In this extension task, students add to their knowledge of the moon landing by learning more about the role that Black and female mathematicians like Katherine Johnson played at NASA.

# Learn

## Prepare and Present a Tableau ⌚

### SMALL GROUPS

Explain that students will have an opportunity to learn more about point of view by preparing a tableau showing an event from the point of view of a particular group.

Remind students of their work with tableau in Module 1.

#### Teacher Note

If students participated in the extension activity in Lesson 14, abbreviate this review and refer to their work in that lesson.

Ask:

#### “What is a tableau and how does it differ from a skit?”

- A tableau is “living statue” that depicts a particular moment in time.
- A tableau differs from a skit because in a tableau nobody moves or talks, but a skit is like a short play and has people speaking and moving around.

The students in each group review the notes and annotations they made while rereading the text and select a scene to present.

Distribute and review [Handout 16B: Tableau Checklist](#).

Students use textual evidence to develop a tableau that presents a particular event from the point of view of the assigned group, using the Tableau Checklist as a guide.

Explain that while a tableau does not include speaking, students may choose to include certain sound effects to create a more vivid tableau since Brian Floca uses these words effectively throughout the text.

✓ Each small group presents its tableau to the whole class.

### Extension

Students can switch points of view with another group and retell the key events of their prior tableau from the new point of view.

Through this instructional routine, Tableau, students are being asked to summarize their learning. The Tableau supports coherence, tying the lesson components together, and provides practice for students as they organize and apply their knowledge in a new way. Since students have previously engaged in this instructional routine, they can focus on preparing content for the presentation without dedicating too much cognitive space to the instructional routine.

## Learn

### Analyze Point of View 🕒

#### WHOLE GROUP

Ask:

**“How do different points of view in *Moonshot* add to your understanding of a main idea in the text?”**

- *By including the point of view of the Launch Control and Mission Control, Brian Floca shows that the Apollo 11 mission was complicated and required many people who were all eager to have the mission succeed. This supports the main idea that Apollo 11 was an important mission for many people, not just the astronauts.*
- *By including the point of view of the public who watched the events of Apollo 11, Brian Floca shows that this was an important historical event. This supports the main idea that the Apollo 11 mission changed the way people around the world saw the Moon.*
- *By including the point of view of the astronauts themselves, Brian Floca shows how exciting the Apollo 11 mission was and helps the reader share the experience with the astronauts. This helps support the main idea that learning about space is exciting and sometimes dangerous.*

This final Learn section of the lesson supports coherence as the question students respond to helps them understand what a study of point of view reveals in the lesson: a deeper understanding of the main idea.

## PART 3: LAND

## Land 🕒

### Change the Point of View

Students write three to four sentences to retell the events of the launch and liftoff from the point of view of the public watching the events on television. In their retelling, students should include the following points:

- Describe what the public can see and hear on television.
- Describe what the public might wonder or feel as they watch the rocket liftoff.

Throughout this lesson, students have had multiple opportunities to practice talking about point of view—through small and whole group discussion and the Tableau—and are being asked to write about point of view now.

This Land asks students to apply their learning about point of view to a new context one final time. While the public was a point of view considered previously, students now take on the point of view of the public watching the event on television. Throughout this lesson, the focus on point of view is constant, and the perspective has changed, allowing students to focus on learning about point of view without having to consider multiple texts. This supports coherency and reduces cognitive load as students process new learning about point of view.