

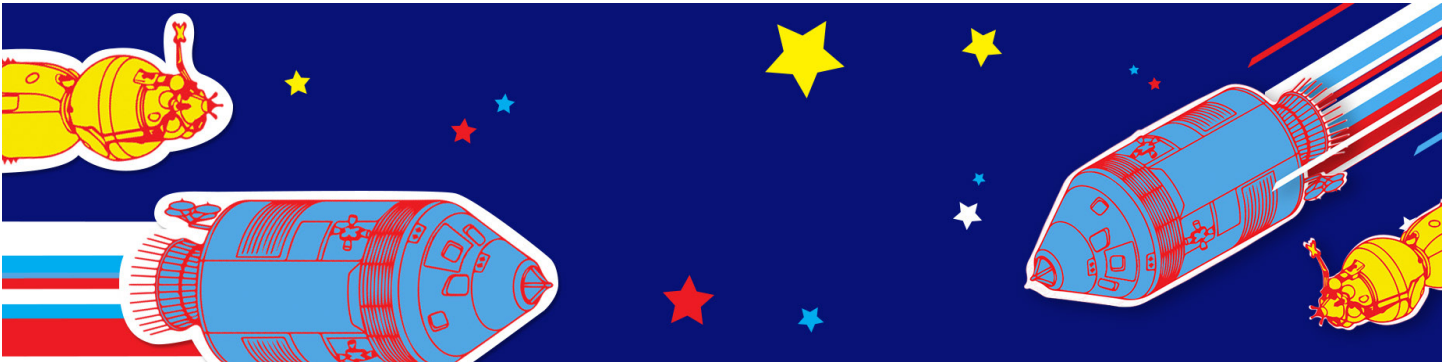
Unit 8F: The Space Race Collection



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The Space Race Collection

On October 4, 1957, the Soviet Union launched *Sputnik* into orbit. This small satellite circled Earth every 92 minutes at a speed of 18,000 miles per hour. The Soviets were ecstatic. The Americans were not. They were shocked and humiliated that the Soviets had beaten them into space. *Sputnik* ignited the Space Race, a fierce competition between the world's two superpowers that would continue for nearly 18 years. It's a story of heroic accomplishments on a grand scale. Prepare to be amazed...

Materials

Your assigned text passages for these lessons can be accessed at least one of the following ways. Please follow your teacher's instructions on where to complete your reading.

- Print Student Edition
- Print Amplify ELA Grade 8 Anthology
- Digital eReader, accessible via computer or mobile device*

* **Reminder:** You can access this or any book in the Amplify Library by downloading it onto your device for offline reading.

Your teacher may also assign you Solos for some of these lessons. These Solo assignments can be completed any the following ways. Please follow your teacher's instructions on how to complete Solos.

- On paper in a printed version of the Solo activity
- On your mobile device via Mobile Solos
- On your computer using the digital Solo activity

The Student's Mindset

Take academic and social risks.

Write about one thing that grabs your attention.

Read carefully, observe closely, and share what you think.

Show your classmates the impact they are making.

Write with the reader in mind. Read with the writer in mind.



Rules for Writing Prompts

1. Write for 10 minutes.
2. Keep focused on your writing.
3. Try not to get distracted or take breaks.

Rules for Sharing

You'll be asked to share your writing after some activities in these at-home lessons. You can do this in person with someone in your home, or by calling a friend or classmate over the phone!

When you share, be sure to follow these rules:

1. If you are reading:
 - a. Read loudly and slowly.
 - b. When you're done, ask your listener to respond using the Response Starters.
2. If you are listening:
 - a. Wait until the reader has finished to respond.
 - b. Using the Response Starters, tell the reader which details made an impact on you.

Response Starters

1. I liked when you used the word _____ because _____.
2. You created a clear picture of _____ when you wrote _____.
3. When you wrote _____, it helped me see that _____.

Close Reading Practice

During close reading, be sure to read carefully, observe closely, and share what you think using the following practices:

- Identify words or phrases that you notice.
- Make a note that explains what you noticed.
- Discuss your observations with a classmate over the phone, or with someone at home.



Unit 8F, Sub-Unit 1

Information Literacy



You can find everything you need to know, and more, on the Internet.
Let's get started...



Unit 8F, Sub-Unit 1: Information Literacy

LESSON 1 OVERVIEW

You can find interesting information online. Sometimes the stories are so incredible that they seem unbelievable. Don't you agree?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.

LESSON 1 A Website's Credibility

You'll work on a research project in this unit, and this lesson is the first step in the process.

The Internet can be a good starting place for a research project, but it's not always easy to tell if the information on a website is factual, or if the site is credible.

Assessing Website Credibility

Ask yourself the following questions when determining a website's credibility:

- Does the website provide information about the author's background? Based on that information, does the author seem credible? How do you know?
- Does the website make any claims? Are the claims supported with evidence?
- Do the links work? Do they take you to credible websites?
- How recently was the source written or updated?
- Is the website operated by a respected organization?
- Is the information on the website mainly facts or opinions?

1. How else might you check on the credibility of a website?

Unit 8F, Sub-Unit 1: Information Literacy

LESSON 1 Evaluating Sources

Using the list of questions you read at the start of this lesson, evaluate the following sources.

1. Complete the chart by reading the description of each source on the left, then ticking the box to indicate if you think this source sounds credible or not credible.

Source	Credible	Not Credible
A 2017 U.S. Fish and Wildlife Service official report on the effects of pollution on marine life		
A pet owner's blog about her sick fish		
A current article about illegal waste disposal, published by a middle school newspaper		
An article in a recent issue of <i>The New York Times</i> about oil spills and bird life		

2. How does not knowing an author's identity affect the credibility of a source?

3. Do you assume that a well-known and respected news source is credible? _____

4. Is that a reasonable assumption? Why?

Although some sources are likely to be more credible than others, you should always question the source. You should corroborate (or validate) the source by double-checking the information with another credible source. You should also look for information about the author to check on their credentials.

Unit 8F, Sub-Unit 1: Information Literacy

LESSON 1 Domain Extensions

The websites listed below all have different domain extensions (the three letters at the end of their URLs).

1. What do you think each domain extension is short for? Write your answers on the line after each URL.

• www.noaa.gov _____

• eps.berkeley.edu _____

• wikipedia.org/wiki/Marine_Life_Protection_Act _____

• www.oceanfdn.org _____

• www.mbgnet.net _____

• www.theguardian.com/environment/georgemonbiot/2016/feb/15/save-uk-seas-from-governments-who-make-a-mockery-of-marine-conservation

2. Is one type of domain extension more credible than another? Explain your answer.

Unit 8F, Sub-Unit 1: Information Literacy

LESSON 2 OVERVIEW

This lesson involves extra practice with websites and requires Internet access. You're going to jump ahead to Lesson 3!

LESSON 3 OVERVIEW

I know *you'd* never copy someone else's work and attempt to turn it in as your own, but this lesson will help your classmates stay honest.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-unit 1, Lesson 2 Solo.

LESSON 3 Avoiding Plagiarism

Plagiarism is stealing someone's words or ideas without crediting the source.

1. What is an example of plagiarism?

2. Is it plagiarism to copy and paste text from Wikipedia? _____

3. Is it plagiarism to sing a popular song in the shower? _____

4. When would it be plagiarism to sing someone else's song?

Now that you know what plagiarism is, take a look at how to avoid it.

It is acceptable to use other people's words and ideas when you're conducting research, as long as you alert the reader that you are sharing someone else's words and ideas and give credit to the original author.

To do this, think of the borrowed words as a picture or photograph and always surround them with a "frame."

LESSON 3 Avoiding Plagiarism

A completed, framed quote has three parts:

1. An introduction to the quote (for example, *According to the text... or Studies have found that...*)
2. The borrowed words (the quote) in quotation marks
3. The citation in parentheses: the author's last name or the source title, followed by the page or paragraph number

Examples of completed, framed quotes

Example 1: Using a source that has the author's name and uses paragraph numbers (for example, an article from The Chocolate Collection)

According to the text, "dark chocolate relieves stress and lowers blood pressure" (Smith 5).

Example 2: Using a source that has the author's name and uses page numbers, (for example, a book)

As the author indicates, "the Aztecs used cacao seeds in their religious ceremonies, offering the seeds as a sacrifice to the gods" (Smith 23).

Example 3: Using a source with no author or title listed (for example, a website's homepage)

Studies have found that "dark chocolate reduces cholesterol in 53% of adults" (scientificamerican.com).

However, not every idea and fact has to be cited. When you use ideas and facts that are common knowledge (e.g., vegetables are good for your health), well-known historical facts (e.g., George Washington was the first president of the United States), myths, common sense observations (e.g., the ocean is vast), or folklore, you do not need to cite your source.

How do you know if information is common knowledge? If it's something you think your readers will already know or could easily find in general reference materials, then it's probably common knowledge. But, when you aren't sure, always cite!

Examine this properly framed quote alongside the original text:

Original quote or text:

"As a result of Halvorsen's initiative, America's legions of candy bombers dropped about a quarter million tiny parachutes over Berlin with millions of pounds of candy."

Framed quote:

According to the article, "candy bombers dropped about a quarter million tiny parachutes over Berlin with millions of pounds of candy" (ABC News).

LESSON 3 Avoiding Plagiarism

5. Name the following elements of the framed quote:

- The source _____
- The opening frame (or introduction) _____
- The direct quote _____

Now you'll create your own framed quotes!

6. From the bank of options below, create three framed quotes. Each of your quotes should have an opening frame and a direct quote with source.

<p>A. According to the text, B. According to the article, C. As the author states, D. The author argues that E. The text says,</p>	<p>F. "Most of the other children work on their family farms where they need to sell every bean to make money for their families to survive" (Dunn, 3). G. "Christopher Columbus was the first European to come in contact with cacao" (Spadaccini, 6). H. "By purchasing shade-grown coffee and organic chocolate products, consumers can help protect birds and other wildlife" (Lange, 5). I. "A study ties chocolate consumption to the number of Nobel Prize winners a country has and suggests it's a sign that the sweet treat can boost brain power" (Ritter and Marchione, 1).</p>
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• Quote 1: _____

• Quote 2: _____

• Quote 3: _____

Unit 8F, Sub-Unit 1: Information Literacy

LESSON 3 Avoiding Plagiarism

7. Select a brief direct quote from the sentence below and rewrite it using the framing technique.

Sentence from the article “Prehistoric Americans Traded Chocolate for Turquoise?” by Christine Dell’Amore:

Visiting Mesoamericans may have bartered cacao beans for gems unique to the Southwest, such as turquoise, which is known to have been mined by Puebloans in what’s now New Mexico.

Your framed quote: _____

LESSON 3 Paraphrasing

Properly framing a direct quote is one way to share someone else’s words in your writing.

However, you may also wish to share someone else’s ideas without quoting their exact words. To do this, you must paraphrase the original text.

When you paraphrase, you rewrite text in your own words. You express the author’s meaning without adding anything new or leaving anything out.

Watch out for “patchwork plagiarism.” That’s when you piece together your own words with some of the author’s words without quoting the author. This gives the reader the impression that you wrote the whole paragraph.

The term “patchwork plagiarism” comes from the way patchwork quilts look. These quilts are often made from many different pieces of old clothes. Small pieces of a shirt, a pair of pants, or a sweater may be collected and sewn together into a quilt.

Look at this example of patchwork plagiarism, in which the underlined phrases are taken directly from the text:

Direct Quote	Patchwork Plagiarism
Nearly everyone loves chocolate, creating a high demand for cacao beans. With that popularity comes a high cost to the environment.	Just about <u>everyone loves chocolate,</u> which creates <u>a high demand for cacao beans.</u> With that <u>popularity,</u> there is a <u>high cost to the environment.</u>

Unit 8F, Sub-Unit 1: Information Literacy

LESSON 3 Paraphrasing

Complete the chart below. Read the original text sentences in the left column, then in the right column write a paraphrase for each sentence.

Original Quote	Paraphrase
<p>From "The Sweet Lure of Chocolate" by Jim Spadaccini</p> <p>While it is likely that Columbus brought the cacao beans he seized back to Europe, their potential value was initially overlooked by the Spanish King and his court.</p>	
<p>From "The Iceberg Was Only Part of It," <i>The New York Times</i>, by William J. Broad</p> <p>On a moonless night in the North Atlantic, the liner hit an iceberg and disaster ensued, with 1,500 lives lost.</p>	

Unit 8F, Sub-Unit 1: Information Literacy

LESSON 4 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what they have seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-unit 1, Lesson 3 Solo.

LESSON 4 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 8F, Sub-Unit 2

Scavenger Hunt and Internet Research



Ready, set, go and find the answers to the questions as fast as you can...
and discover amazing facts about the Space Race.



Unit 8F, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 1 OVERVIEW

Be the first to find the text or image with the answer and win the scavenger hunt (and learn a thing or two).

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-unit 1, Lesson 4 Solo.

LESSON 1 The Space Race

Today you're going to begin a unit about the Space Race. Start by writing down what you already know about the Space Race.

1. Create a list of everything you already know about the Space Race.

2. Create a list of everything you would like to learn about the Space Race.

LESSON 1 Scavenger Hunt 1

Welcome to the first Space Race scavenger hunt. To find the answer to this scavenger hunt question, you'll have to search through **images** in The Space Race Collection.

Scavenger Hunt Question: What was one way in which the Soviets promoted their space program?

1. Scan each of the following images to find the answer to the scavenger hunt question. Be sure to read any captions to find additional clues.
 - Leonov during first spacewalk (left)/White during first U.S. spacewalk (right), page 228 of the Amplify ELA Grade 8 Anthology
 - 1969: Cars and tents lined up, waiting for the launch of *Apollo 11*, page 231 of the Amplify ELA Grade 8 Anthology
 - 1969: *Apollo 11/Saturn V* space vehicle climbs toward orbit, page 234 of the Amplify ELA Grade 8 Anthology
 - 1969: *Columbia* Command Module, *Apollo 11*, *Over the Moon's Surface*, page 236 of the Amplify ELA Grade 8 Anthology
 - 1963: Hail the Soviet People—the Pioneers of Space! and 1969: *Apollo 11* Commemorative Button, page 247 of the Amplify ELA Grade 8 Anthology
2. Once you've found the answer to the question, review that image and answer the close reading questions that correspond to it in the Close Read.

Unit 8F, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 1 Close Read 1

NOTE: You only need to answer the close reading questions under the title of the image that provided you with the correct answer to the scavenger hunt question.

Scavenger Hunt Question: What was one way in which the Soviets promoted their space program?

Leonov during first spacewalk (left)/White during first U.S. spacewalk (right)

1. Compare the two spacewalk photographs. List two differences and two similarities.

2. These photographs were taken on March 18, 1965, and June 3, 1965, within three months of each other. Does that surprise you? Explain your answer.

1969: Cars and tents lined up, waiting for the launch of *Apollo 11*

1. This picture captures a few of the hundreds of thousands of spectators for the launch of *Apollo 11*. Why do you think so many people wanted to witness the launch in person?

LESSON 1 Close Read 1

2. This photograph was taken in 1969. How would it look different if this event took place today?

3. List three important events in the news (political, scientific, or social) that have taken place in your lifetime. Which one could you imagine camping out to witness in person? Explain your answer.

1969: Apollo 11/Saturn V space vehicle climbs toward orbit

1. The Saturn V rocket was over 350 feet tall. That's longer than a football field. Does it look that large in the photograph? What aspects of the photo give you clues to the rocket's size?

2. How do you think the astronauts inside the rocket might have felt while this photo was being taken?

LESSON 1 Close Read 1

- 3. Look at the massive streak of flame shooting out behind the rocket, and imagine how much fuel is being burned, minute by minute. This was a very expensive project. Do you think it's worth it to spend so much time and money to send people into space? Explain your answer.

1969: *Columbia* Command Module, *Apollo 11*, Over the Moon's Surface

- 1. Look at the moon's surface in this photograph. Does it look like a landscape you might find here on Earth? Explain why or why not.

- 2. When you look at a bright, full moon on a night without clouds, does it look like this? How is it similar? How is it different?

LESSON 1 Close Read 1

- 3. Michael Collins piloted the module while Buzz Aldrin and Neil Armstrong walked on the moon. Describe the challenges and risks of both roles. Which job would you prefer to do, and why?

1963: Hail the Soviet People—the Pioneers of Space! and 1969: Apollo 11 Commemorative Button

- 1. Look closely at the Soviet poster and the US button. For each item, list three features that convey the overall mood or tone.

- 2. Compare the poster and the button. How do they differ from each other, and how are they similar?

LESSON 1 Close Read 1

3. The poster and the button are propaganda, or advertising. Which do you think is most successful? Explain your answer.

Unit 8F, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 1 Scavenger Hunt 2

Now you'll complete a **text** scavenger hunt! To find the answer to this scavenger hunt question, you'll have to search through texts in The Space Race Collection.

Scavenger Hunt Question: Who developed the V-2 rocket?

1. Scan each of the following texts to find the answer to the scavenger hunt question. You'll find the answer toward the beginning of one of these texts. If you don't see it quickly, you should move on to the next text.
 - "Sputnik" from *Rocket Boys*, page 229 of the Amplify ELA Grade 8 Anthology
 - "And a Dog Shall Lead Them" from *A Ball, a Dog, and a Monkey*, page 232 of the Amplify ELA Grade 8 Anthology
 - Memorandum for the Vice President, page 235 of the Amplify ELA Grade 8 Anthology
 - The Space Race: An Introduction, page 226 of the Amplify ELA Grade 8 Anthology
 - President Kennedy's Address at Rice University, September 12, 1962, page 237 of the Amplify ELA Grade 8 Anthology
2. Once you've found the answer to the scavenger hunt question, read just that text and answer the close reading questions that correspond to it in the Close Read.

LESSON 1 Close Read 2

NOTE: You only need to answer the close reading questions under the title of the text that contains the correct answer to the scavenger hunt question.

Scavenger Hunt Question: Who developed the V-2 rocket?

"Sputnik" from *Rocket Boys*

1. How did the author first learn about satellites?

LESSON 1 Close Read 2

- 2. How did Homer’s family and the people in his community react to the news about *Sputnik*? Why did they react this way?

- 3. What was the difference between what was heard on the radio before October 5, 1957, and after this date? According to Johnny Villani, why was this change important for students?

“And a Dog Shall Lead Them” from *A Ball, a Dog, and a Monkey*

- 1. What characteristics made Laika a good pet? Would these qualities make her a good candidate to be a space traveler? Explain your answer.

- 2. Describe all the conditions that placed stress on Laika’s body in space, and explain her reaction to these conditions.

LESSON 1 Close Read 2

- 3. Many pro-animal activists were angry about Laika’s treatment in space, but the American officials said nothing. Why did they keep silent?

Memorandum for the Vice President

- 1. President Kennedy asks if Americans have a chance at “beating the Soviets” (6). How does he think Americans might be able to beat them?

- 2. Which questions best show the president’s sense of urgency in moving forward with the space program? Explain why.

- 3. Which questions might Jim Webb (NASA Administrator), Dr. Weisner (Science Advisor), and Secretary McNamara (Secretary of Defense) answer?

LESSON 1 Close Read 2

The Space Race: An Introduction

- 1. Why were people who knew about V-2 technology so valuable to both the United States and the Soviet Union after World War II?

- 2. What was *Sputnik*, and why was it an important part of the Space Race?

- 3. Compare the relationship between the United States and the Soviet Union at the beginning and end of the Space Race.

LESSON 1 Close Read 2

President Kennedy’s Address at Rice University, September 12, 1962

- 1. What does President Kennedy worry will happen to outer space if it is not explored by Americans?

- 2. Read the speech closely and find two examples that show President Kennedy asserting American superiority over the Soviets. Write those sentences here.

- 3. President Kennedy states, “We set sail on this new sea because there is new knowledge to be gained, and new rights to be won, and they must be won and used for the progress of all people” (7). Explain what he means.

Unit 8F, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 1 Close Read 2

4. What does President Kennedy mean when he says, “We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard” (9)? Why choose to do the hard thing?

LESSON 1 Scavenger Hunt 3

Now you’ll complete another **text** scavenger hunt!

Scavenger Hunt Question: What did Valentina Tereshkova think the *Vostok 6* sounded like as it took off?

1. Scan each of the following texts to find the answer to the scavenger hunt question.
 - “First to Fly” from *Into That Silent Sea*, page 244 of the Amplify ELA Grade 8 Anthology
 - In Event of Moon Disaster, page 248 of the Amplify ELA Grade 8 Anthology
 - “A Seagull in Flight” from *Into That Silent Sea*, page 240 of the Amplify ELA Grade 8 Anthology
 - Preface from *Flight: My Life in Mission Control*, page 261 of the Amplify ELA Grade 8 Anthology
 - “Buzz Aldrin on His Lunar Home, the *Eagle*” from *The Wall Street Journal*, page 254 of the Amplify ELA Grade 8 Anthology
2. Once you’ve found the answer to the scavenger hunt question, read just that text and answer the close reading questions that correspond to it in the Close Read.

LESSON 1 Close Read 3

NOTE: You only need to answer the close reading questions under the title of the text that contains the correct answer to the scavenger hunt question.

Scavenger Hunt Question: What did Valentina Tereshkova think the Vostok 6 sounded like as it took off?

“First to Fly” from *Into That Silent Sea*

- 1. What major event in history is described in this chapter? What two sentences in the chapter provide clues to what this event was?

- 2. The authors write, “Far from feeling isolated and alone in space, he [Gagarin] felt like there was more attention focused on him than at any other time in his life” (11). What were the authors referring to?

- 3. According to the authors, when Gagarin’s mission ended with his landing near the club where he first started flying, he said, “It was like a good novel” (16). Name three other characteristics of Gagarin’s experience on this mission that you think are “like a novel.”

LESSON 1 Close Read 3

In Event of Moon Disaster

- 1. According to Safire, if there had been a moon disaster and Armstrong and Aldrin had died, what should the president have done prior to the reading of this speech? Why?

- 2. What are some things that Safire says Armstrong and Aldrin accomplished simply by going into space? What effect does Safire think their “exploration” had?

- 3. Which two lines of this memo stand out to you, and why?

“A Seagull in Flight” from *Into That Silent Sea*

- 1. Why was Tereshkova’s mother surprised when she saw a photo of her daughter in space?

LESSON 1 Close Read 3

- 2. At one point, Tereshkova describes the “profound silence” (6) of space. How did that silence affect her?

- 3. If you had traveled in space with Tereshkova, what would you have noted in your logbook?

Preface from *Flight: My Life in Mission Control*

- 1. The author thinks of Ham, the chimpanzee, as “crew.” In what ways is Ham an astronaut? In what ways is he an animal test subject?

LESSON 1 Close Read 3

2. Ham’s inability to communicate with Mission Control poses some problems. How does the team get around these problems? How would it have been different if Ham were human?

3. Why was a chimpanzee sent into space before a human?

“Buzz Aldrin on His Lunar Home, the *Eagle*” from *The Wall Street Journal*

1. What was it like to live in the lunar module? Use three quotes from the text in your answer.

2. What passage in the text tells you that Aldrin thought they might not make it home from the moon? Why was he worried?

Unit 8F, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 1 Close Read 3

3. Describe what Armstrong and Aldrin did when they set foot on the moon. What was going through Aldrin's mind as he stood on the moon?

LESSON 1 Share What You Learned

Examine the following pieces from The Space Race Collection. Then identify one interesting or important fact you learned about the Space Race from each image or text.

1. 1963: Hail the Soviet People—the Pioneers of Space! and 1969: *Apollo 11* Commemorative Button, page 247 of the Amplify ELA Grade 8 Anthology

2. The Space Race: An Introduction (page 226)

3. "A Seagull in Flight" from *Into That Silent Sea* (page 240)

Share your observations with a friend, family member, or caregiver.

Unit 8F, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 2 OVERVIEW

More questions and more surprising answers...animals in space?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-unit 2, Lesson 1 Solo.

LESSON 2 Scavenger Hunt 1

Now it's time to answer a new **text** scavenger hunt question about the Space Race.

Scavenger Hunt Question: What do the astronauts call Charles Duke?

1. Scan each of the following texts to find the answer to the scavenger hunt question. Remember that you'll find the answer toward the beginning of one of these texts. If you don't see it quickly, you should move on to the next text.
 - "Smooth as a Peeled Egg" from *Two Sides of the Moon: Our Story of the Cold War Space Race*, page 257 of the Amplify ELA Grade 8 Anthology
 - "What the Moon Rocks Tell Us" from *National Geographic*, page 263 of the Amplify ELA Grade 8 Anthology
 - "You Are Here" from *Pale Blue Dot*, page 265 of the Amplify ELA Grade 8 Anthology
 - "Life on Mars to Become a Reality in 2023, Dutch Firm Claims" from *The Guardian*, page 266 of the Amplify ELA Grade 8 Anthology
 - "Dreaming of a Moonage" from *Moondust*, page 250 of the Amplify ELA Grade 8 Anthology
2. Once you've found the answer to the scavenger hunt question, read just that text and answer the close reading questions that correspond to it in the Close Read.

LESSON 2 Close Read 1

NOTE: You only need to answer the close reading questions under the title of the text that contains the correct answer to the scavenger hunt question.

Scavenger Hunt Question: What do the astronauts call Charles Duke?

“Smooth as a Peeled Egg” from *Two Sides of the Moon: Our Story of the Cold War Space Race*

1. What does Leonov say the purpose of the mission is?

2. What difficulty does Leonov encounter on this mission? How does it affect the mission’s purpose?

3. What did Leonov consider to be the historical and personal significance of this mission’s success? Explain your answer with textual evidence.

LESSON 2 Close Read 1

“What the Moon Rocks Tell Us” from *National Geographic*

1. What was the scientists’ first reaction to the moon rocks?

2. Why do you think the moon rocks were “the most sought after, the most eagerly awaited, of all specimens in the history of science” (3)?

3. The samples contained no traces of life or dangerous substances. How do you imagine the space program might have changed if the analysis had yielded different results?

LESSON 2 Close Read 1

“You Are Here” from *Pale Blue Dot*

1. Sagan points out that you cannot see any signs of human life, man-made machines, or state borders from space. Why do you think Sagan tells the reader this? What point is he trying to make?

2. Sagan writes, “On the scale of worlds—to say nothing of stars or galaxies—humans are inconsequential, a thin film of life on an obscure and solitary lump of rock or metal” (4). Explain what he means.

3. If you took the *Apollo 17* photograph of Earth, would you title it “Pale Blue Dot”? Why or why not?

LESSON 2 Close Read 1

“Life on Mars to Become a Reality in 2023, Dutch Firm Claims” from *The Guardian*

- 1. What are some issues Mars One encountered as preparations were made to send astronauts to the Red Planet?

- 2. What was the mission of the Mars One project?

- 3. Would you want to travel to the Red Planet? Why or why not?

LESSON 2 Close Read 1

“Dreaming of a Moonage” from *Moondust*

- 1. Why did Smith and his family have to wait so long for Armstrong to walk on the moon? What made Armstrong late?

- 2. Neil Armstrong is expected to say something memorable when he first steps on the moon. What does he say? What does Smith think the “real poetry” is for Armstrong?

- 3. Explain what Armstrong does as he steps from the lunar module onto the surface of the moon. What is one way that Smith captures your attention in his description of this event?

LESSON 2 Scavenger Hunt 2

Are you ready for the next **image** scavenger hunt? Go!

Scavenger Hunt Question: Which astronaut is seen on the moon with a lunar rover and lunar module?

1. Scan each of the following images to find the answer to the scavenger hunt question. Remember to read any captions to find additional clues.
 - 1969: Buzz Aldrin's footprint, a photograph of one of the first steps ever taken on the moon, page 239 of the Amplify ELA Grade 8 Anthology
 - 1969: *Apollo 11* ticker-tape parade in New York City with Buzz Aldrin, Neil Armstrong, and Michael Collins, page 243 of the Amplify ELA Grade 8 Anthology
 - July 24, 1969: *Columbia* Command Module From *Apollo 11* Splashdown in Pacific Ocean, page 249 of the Amplify ELA Grade 8 Anthology
 - 1971: James Irwin, American Flag, Lunar Module, and Lunar Rover, page 253 of the Amplify ELA Grade 8 Anthology
 - 1969: *Sky Garden (Stoned Moon)* by Robert Rauschenberg, page 256 of the Amplify ELA Grade 8 Anthology
2. Once you've found the answer to the question, review just that image and answer the close reading questions that correspond to it in the Close Read.

LESSON 2 Close Read 2

NOTE: You only need to answer the close reading questions under the title of the image that provided you with the correct answer to the scavenger hunt question.

Scavenger Hunt Question: Which astronaut is seen on the moon with a lunar rover and lunar module?

1969: Buzz Aldrin’s footprint, a photograph of one of the first steps ever taken on the moon

1. Travelers to wilderness areas or national parks are often encouraged to “leave only footprints.” This is Aldrin’s “wilderness.” What is the ground like in this picture? What other features of the moon’s surface, besides the boot print, stand out?

2. Imagine the surface of the moon covered with boot prints like this one. How would that change the importance of this one footprint?

1969: Apollo 11 ticker-tape parade in New York City with Buzz Aldrin, Neil Armstrong, and Michael Collins

1. What clues in the picture reveal the date it was taken?

LESSON 2 Close Read 2

- 2. This photo was taken in 1969. How would a parade honoring American heroes be different and similar today?

- 3. Briefly describe a momentous world event that took place in your lifetime. Was it celebrated with a ticker-tape parade? If not, how was it celebrated?

July 24, 1969: *Columbia* Command Module From *Apollo 11* Splashdown in Pacific Ocean

- 1. Look carefully at the photo, and describe the size of the *Columbia* command module.

- 2. Describe the suits worn by the Navy divers in the picture. Why do you think these suits were necessary?

LESSON 2 Close Read 2

1971: James Irwin, American Flag, Lunar Module, and Lunar Rover

1. What do you think the astronaut, James Irwin, is doing in this photograph? Why?

2. Look closely at the flag. Does it appear to be moving? Why or why not?

3. What does the moon's surface look like in this picture? Compare the surface in front of Irwin to the surface in back of him.

LESSON 2 Close Read 2

1969: *Sky Garden (Stoned Moon)* by Robert Rauschenberg

- 1. Rauschenberg thought that artists and engineers should share ideas. List five items in this print that are connected to engineering and science.

- 2. Rauschenberg’s title *Sky Garden (Stoned Moon)* gives us clues to what is going on in this work of art. What images are from a “garden” in this work? What images are from the “sky”?

- 3. This artwork is packed with information. What does your eye focus on, and why?

LESSON 2 Compare Collection Materials

Examine the following text and image from The Space Race Collection. Then identify one interesting or important fact you learned about the Space Race from each piece.

- 1. “Dreaming of a Moonage” from *Moondust*, page 250 of the Amplify ELA Grade 8 Anthology

- 2. 1971: James Irwin, American Flag, Lunar Module, and Lunar Rover (page 253)

Share your observations with a friend, family member, or caregiver.

Unit 8F, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 3 OVERVIEW

This lesson has more information about the Space Race, but it requires Internet access. You're going to jump ahead to Lesson 4 or Sub-unit 3!

LESSON 4 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what they have seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-unit 2, Lesson 3 Solo.

LESSON 4 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 8F, Sub-Unit 3

Space Blogs and Collection Research



Get ready to become an astronaut or cosmonaut. How does it feel to hurtle through space in a tiny capsule?



Unit 8F, Sub-Unit 3: Space Blogs and Collection Research

LESSON 1 OVERVIEW

Astronauts and cosmonauts have exciting jobs. But it's also lonely out there in space. What's your space experience like?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-unit 2, Lesson 4 Solo.

LESSON 1 Space Race Profiles

Get ready to launch yourself into a life of space exploration!

In this sub-unit, you will take on the identity of one astronaut or cosmonaut (a cosmonaut is a Russian astronaut). You will write blogs from space from the point of view of this specific person. But first, you will have to conduct some research.

Look through the "Space Cards" on the following pages. If your teacher has assigned a cosmonaut or an astronaut to you, find the card for that person. If your teacher has not assigned a cosmonaut or astronaut to you, then choose the person whose profile you would like to develop.

LESSON 1 Space Race Profiles



YURI GAGARIN

 Soviet Cosmonaut (1934–1968)

Birthplace:	Klushino, Russia
Call sign:	Kedr ("Cedar")
Achievement:	First person in space and first to orbit Earth
Date of launch:	April 12, 1961
Spacecraft/Mission:	Vostok 1
Time in space:	1 hour, 48 minutes
Cause of death:	Plane crash

After his mission, Gagarin became one of the most famous men in Russia. Spending several months on a world tour, he was the subject of countless newsreels, posters, and statues. Now a valuable national hero, Gagarin was discouraged from returning to space and was instead given a desk job. Gagarin was selected for the *Vostok 1* mission partly because he was short. He was only 5' 2" tall, which made it easier for him to fit in the capsule's small cockpit. On March 27, 1968, two weeks after he was allowed to resume work as a pilot, Gagarin was killed when an unauthorized fighter jet flew too close to his plane during a training exercise. Rescuers at first thought Gagarin might have ejected, but his remains were later identified by a mole on his neck.

Created by Amplify, 2015



VALENTINA TERESHKOVA

 Soviet Cosmonaut (1937–)


Birthplace:	Maslennikovo, Russia
Call sign:	Chaika ("Seagull")
Achievement:	First woman in space and first woman to orbit Earth
Date of launch:	June 16, 1963
Spacecraft/Mission:	Vostok 6
Time in space:	2 days, 23 hours

Tereshkova had no pilot training when she volunteered to become a cosmonaut. Although she was a skydiver, she spent most of her time working in a textile factory. The Soviets' first female cosmonaut had to meet certain criteria: be younger than 30, less than 5' 7" tall, and weigh less than 154 pounds. When she landed, she had flown longer than all of the American astronauts combined. It would be 19 years before another woman would travel to space.

In 1963, Tereshkova married fellow cosmonaut Andriyan Nikolayev. It was a marriage arranged by the Soviet government to see if a child born to a man and a woman who had been in space would be healthy. Their daughter, Elena, was the subject of great medical interest because she was the first child born to parents who had both been exposed to space. Doctors thought that the exposure of both parents to space might have had an effect on their offspring. Elena went on to become a doctor.

Created by Amplify, 2015


LESSON 1 Space Race Profiles



Birthplace:	Chuvashia, Russia
Call sign:	Sokol ("Falcon")
Achievement:	Piloted the <i>Vostok 3</i> ; set endurance record of almost 18 days in space in 1970 (<i>Soyuz 9</i>)
Date of launch:	August 11, 1962 (<i>Vostok 3</i>), June 1, 1970 (<i>Soyuz 9</i>)
Spacecraft / Mission:	<i>Vostok 3</i> , <i>Soyuz 9</i>
Time in space:	21 days, 15 hours, 24 minutes

Nikolayev took off in the *Vostok 3* one day before Pavel Popovich launched in the *Vostok 4*. For the first time ever, there were two spacecrafts in flight at the same time. The two men saw each other and made radio contact. During his *Soyuz 9* mission, Nikolayev spent nearly 18 days in orbit—a record for time spent in space. The mission's main objective was to measure the physical and mental effects of long-term weightlessness.

ANDRIYAN NIKOLAYEV

 Soviet Cosmonaut (1929–2004)

Created by Amplify, 2015



Birthplace:	Listvyanka, Russia
Call sign:	Almaz ("Diamond")
Achievement:	First person to walk in space
Date of launch:	March 18, 1965 (<i>Voskhod 2</i>), July 15, 1975 (<i>Soyuz 19</i>)
Spacecraft / Mission:	<i>Voskhod 2</i> , Apollo-Soyuz Test Project (<i>Soyuz 19</i>)
Time in space:	26 hours, 10-minute spacewalk (<i>Voskhod 2</i>), 30 hours (<i>Soyuz 19</i>)


During the *Voskhod 2*'s ("voskhod" means "sunrise") second orbit, Leonov got out of the capsule about 110 miles above the Crimea. Connected to the ship by a 50.7-foot tether, he practiced moving while in free fall and took pictures. At the end of the spacewalk, his space suit inflated and he couldn't fit back inside the airlock. He risked oxygen starvation and released oxygen from his suit through a pressure valve, finally managing to reenter the capsule. Leonov traveled into space again as part of the *Apollo-Soyuz* mission in 1975, the first spaceflight in which crafts from different nations docked in space, and the first time Russians and Americans met each other in space.

ALEXEI LEONOV

 Soviet Cosmonaut (1934–)

Created by Amplify, 2015


LESSON 1 Space Race Profiles




Birthplace:	Moscow, Russia
Call sign:	Rubin ("Ruby")
Achievement:	First person killed during a spaceflight
Date of launch:	October 12, 1964 (Voskhod 1), April 23, 1967 (Soyuz 1)
Spacecraft/Mission:	Voskhod 1, Soyuz 1
Time in space:	2 days, 3 hours, 4 minutes
Cause of death:	Crash after reentry on April 24, 1967, due to parachute failure

Komarov joined the Soviet air force when he was 15. The plan for his mission aboard *Soyuz 1* was for Komarov to dock with a second spacecraft, which would launch a day after his, and for the cosmonauts to swap places and return to Earth in each other's ships. Once *Soyuz 1* entered orbit, however, problems began. Antennas didn't open properly and there were navigational difficulties, so the next day's launch was canceled. When the capsule began its descent, the parachutes failed to open and the spacecraft crashed to the ground in Russia and burned.

VLADIMIR KOMAROV

 Soviet Cosmonaut
(1927-1967)


Created by Amplify, 2015



Birthplace:	Voronezh, Russia
Call sign:	Rubin 2 ("Ruby 2")
Achievement:	First scientist-engineer in space
Date of launch:	October 12, 1964
Spacecraft/Mission:	Voskhod 1
Time in space:	1 day, 17 minutes


Feoktistov was an engineer and helped design the spacecraft that took the first cosmonaut into space. He later worked on the *Voskhod 1* ("voskhod" means "sunrise"). The spacecraft was the first to hold more than one person, the first to carry specialists, and the first to make a soft landing. Aboard the *Voskhod 1*, the crewmembers carried out the most extensive experiments in space to date. Feoktistov later played a large role in the design of the *Salyut* and the *Mir* space stations.

KONSTANTIN FEOKTISTOV

 Soviet Cosmonaut
(1926-2009)

Created by Amplify, 2015


LESSON 1 Space Race Profiles



Birthplace:	Moscow, Russia
Call sign:	Rubin ("Ruby")
Achievement:	First doctor in space
Date of launch:	October 12, 1964
Spacecraft/Mission:	Voskhod 1
Time in space:	1 day, 17 minutes


Yegorov was trained as a doctor in Moscow. During the Voskhod 1 flight ("voskhod" means "sunrise"), Yegorov tested the effects of radiation and confinement on himself and the other cosmonauts. He also observed the cosmonauts' reactions to microgravity and drew blood samples. The flight was the first undertaken in woolen clothes rather than the usual space suits, possibly because there was not enough room in the capsule for the three men to wear space suits. Yegorov returned to practicing medicine after the flight. His tests from the Voskhod 1 flight and subsequent research helped Soviet scientists plan longer spaceflights.

BORIS YEGOROV



Soviet Cosmonaut
(1937-1994)

Created by Amplify, 2015



Birthplace:	Verkhneye Zhilino, Russia
Call sign:	Oryel ("Eagle")
Achievement:	Second cosmonaut in space, youngest person in space
Date of launch:	August 6, 1961
Spacecraft/Mission:	Vostok 2
Time in space:	1 day, 1 hour, 12 minutes

Titov was the first person to spend a whole day in space and to sleep in space. His sleep was disturbed by waves of space sickness (the equivalent of motion sickness experienced during weightlessness). Soviet space engineers thought the nausea and irregular heartbeat that Titov suffered during his flight would affect all other space travelers, but this did not turn out to be the case. He was only 25 when he flew aboard the Vostok 2.

GHERMAN TITOV



Soviet Cosmonaut
(1935-2000)

Created by Amplify, 2015

LESSON 1 Space Race Profiles



Birthplace:	Uzin, Ukraine
Call sign:	Berkut ("Golden Eagle")
Achievement:	One of first two men to be in space at the same time
Date of launch:	August 12, 1962 (Vostok 4), July 3, 1974 (Soyuz 14)
Spacecraft/Mission:	Vostok 4, Soyuz 14
Time in space:	18 days, 16 hours, 27 minutes

Popovich and Andriyan Nikolayev were the first men in simultaneous space flight. At one point the two spacecraft were only 3 miles apart. Popovich was later the commander of the Soyuz 14 mission in 1974, which docked with the Salyut 3 space station and conducted a 15-day reconnaissance of Earth's surface.

PAVEL POPOVICH



Soviet Cosmonaut
(1930–2009)

Created by Amplify, 2015



Birthplace:	Pavlovsky Posad, Russia
Call sign:	Yastreb ("Hawk")
Achievement:	Longest solo space flight
Date of launch:	June 14, 1963
Spacecraft/Mission:	Vostok 5
Time in space:	4 days, 23 hours, and 7 minutes

After Bykovsky spent two days in orbit, Valentina Tereshkova was launched in the Vostok 6. Their two ships held parallel orbits, and at one point were within a few miles of each other. Bykovsky's nearly five days in orbit aboard Vostok 5 remains the endurance record for a solo spaceflight.


VALERY BYKOVSKY



Soviet Cosmonaut
(1934–)

Created by Amplify, 2015


LESSON 1 Space Race Profiles




Birthplace:	Wapakoneta, Ohio
Achievement:	First person to set foot on the moon
Date of launch:	March 16, 1966 (<i>Gemini 8</i>), July 16, 1969 (<i>Apollo 11</i>)
Spacecraft/Mission:	<i>Gemini 8, Apollo 11</i>
Time in space:	8 days, 14 hours

Armstrong became a licensed pilot on his sixteenth birthday and spent his whole life working in aviation and aerospace engineering. During the *Gemini 8* mission, Armstrong performed the first successful docking of two vehicles in space. In 1969, Armstrong, along with Buzz Aldrin and Michael Collins, traveled to the moon on the *Apollo 11* mission. At 10:56 p.m. on July 20, Armstrong stepped onto the moon's surface with the words "That's one small step for man, one giant leap for mankind." On July 24, the three men landed back on Earth. To prevent spreading any lunar germs they might be carrying, the astronauts spent 18 days in quarantine. A tour of 21 nations followed, during which they were celebrated for their historic achievement.

NEIL ARMSTRONG

 American Astronaut
(1930–2012)

Created by Amplify, 2015



Birthplace:	Montclair, New Jersey
Achievement:	Second person to set foot on the moon
Date of launch:	November 11, 1966 (<i>Gemini 12</i>), July 16, 1969 (<i>Apollo 11</i>)
Spacecraft/Mission:	<i>Gemini 12, Apollo 11</i>
Time in space:	12 days, 1 hour, 53 minutes


Buzz Aldrin was the lunar module pilot of the *Apollo 11* mission and spent two hours and 15 minutes on the moon's surface with Neil Armstrong. As he stepped onto the lunar surface, he commented to Houston, "Beautiful, beautiful. Magnificent desolation." The nickname "Buzz" came from the way his sister mispronounced "brother" when they were children, but Aldrin legally changed his first name to Buzz in the 1980s (his birth name was Edwin Eugene Aldrin, Jr.).

BUZZ ALDRIN, JR.

 American Astronaut
(1930–)

Created by Amplify, 2015


LESSON 1 Space Race Profiles



Birthplace:	Rome, Italy
Achievement:	Command module pilot on first manned mission to moon
Date of launch:	July 18, 1966 (<i>Gemini 10</i>), July 16, 1969 (<i>Apollo 11</i>)
Spacecraft/Mission:	<i>Gemini 10</i> , <i>Apollo 11</i>
Time in space:	11 days, 2 hours

Collins served as the command module pilot on the *Apollo 11* mission and remained aboard while Neil Armstrong and Buzz Aldrin went to the moon's surface. He orbited alone for over 24 hours, waiting for the other two astronauts to rejoin him, unsure if they would survive their time on the moon. In a note written at the time, he states, "If they fail to rise from the surface, or crash back into it, I am not going to commit suicide; I am coming home, forthwith, but I will be a marked man for life and I know it." Collins went on to become the first director of the National Air and Space Museum in Washington, D.C., and later the undersecretary of the Smithsonian Institution.

MICHAEL COLLINS

 American Astronaut (1930-)

Created by Amplify, 2015



Birthplace:	East Derry, New Hampshire
Achievement:	First U.S. astronaut to travel to space
Date of launch:	May 5, 1961 (<i>Freedom 7</i>), January 31, 1971 (<i>Apollo 14</i>)
Spacecraft/Mission:	<i>Freedom 7</i> , <i>Apollo 14</i>
Time in space:	9 days, 57 minutes

Alan Shepard was the second person—and first American—to go to space. He flew in a capsule called *Freedom 7*, which had only enough room for one person. Shepard didn't complete orbit but soared to a height of 116 miles before returning to Earth. Shepard later commanded the *Apollo 14* mission and is one of only 12 people who have walked on the moon. During that mission, he and astronaut Edgar Mitchell collected nearly 100 pounds of moon rocks. Shepard became the first person to hit a golf ball on the moon to see how the ball flew in the moon's weaker gravitational field.

ALAN SHEPARD, JR.

 American Astronaut (1923-1998)

Created by Amplify, 2015

LESSON 1 Space Race Profiles




Birthplace:	Cambridge, Ohio
Achievement:	First U.S. astronaut to orbit Earth
Date of launch:	February 20, 1962 (<i>Friendship 7</i>), October 29, 1998 (<i>Discovery</i>)
Spacecraft/Mission:	<i>Friendship 7</i> , <i>Discovery</i>
Time in space:	9 days, 2 hours, 39 minutes

John Glenn was one of the *Mercury 7* astronauts and the first American to orbit Earth, a feat that made him a national hero. He completed three orbits, landing nearly five hours after launch in the Atlantic Ocean. Glenn was elected to the U.S. Senate from Ohio in 1974 and made one unsuccessful attempt at a presidential nomination. In 1998, he returned to space aboard the space shuttle *Discovery*. He was 77 years old and the oldest person to go to space, participating in experiments about the aging process and weightlessness.


JOHN GLENN, JR.
 American Astronaut
 (1921–2016)

Created by Amplify, 2015



Birthplace:	Mitchell, Indiana
Nickname:	"Gus"
Achievement:	Second U.S. astronaut to go to space, command pilot of <i>Apollo 1</i>
Date of launch:	July 21, 1961 (<i>Liberty Bell 7</i>), March 23, 1965 (<i>Gemini 3</i>)
Spacecraft/Mission:	<i>Liberty Bell 7</i> , <i>Gemini 3</i> , <i>Apollo 1</i>
Time in space:	Approximately 5 hours
Cause of death:	Fire on board <i>Apollo 1</i>

Grissom flew for 15 minutes aboard the space capsule *Liberty Bell 7*, becoming the third man to enter space (after Yuri Gagarin and Alan Shepard). When the *Liberty Bell 7* splashed down, the explosive bolts rigged to open the emergency hatch fired early, and Grissom was forced to flee the sinking spacecraft into the ocean. On January 27, 1967, Grissom and his fellow astronauts Edward H. White and Roger B. Chaffee were killed during a test launch for the *Apollo 1* mission—the first casualties of the U.S. space program.

VIRGIL GRISSOM
 American Astronaut
 (1926–1967)

Created by Amplify, 2015

LESSON 1 Space Race Profiles




Birthplace:	Hackensack, New Jersey
Achievement:	First rendezvous in space
Date of launch:	October 3, 1962 (<i>Sigma 7</i>), December 15, 1965 (<i>Gemini 6</i>), October 11, 1968 (<i>Apollo 7</i>)
Spacecraft / Mission:	<i>Sigma 7, Gemini 6, Apollo 7</i>
Time in space:	12 days, 7 hours, 15 minutes

After lifting off from Cape Canaveral in the *Sigma 7*, Schirra became the fifth American in space, and the third to orbit Earth. On the later *Gemini 6* mission he and a crewmate orbited alongside *Gemini 7*—at one point within a foot of each other—as part of the first rendezvous between two spacecraft. Schirra served as commander of his final mission, *Apollo 7*, which captured the first pictures to be televised live from an American spacecraft. The three astronauts on the mission caught head colds during their almost 11 days in space but returned without rupturing their eardrums, as NASA had feared they might.

WALTER SCHIRRA, JR.

 American Astronaut
(1923–2007)


Created by Amplify, 2015



Birthplace:	Sparta, Wisconsin
Nickname:	"Deke"
Achievement:	Chief of flight operations at the Johnson Space Center, flew in the <i>Apollo-Soyuz Test Project</i>
Date of launch:	July 15, 1975
Spacecraft / Mission:	<i>Apollo-Soyuz Test Project</i>
Time in space:	9 days, 1 hour, 28 minutes


One of the original seven astronauts, Slayton was never selected for a *Mercury* flight because of an abnormal heartbeat. Instead, he took up the job of managing astronaut trainings as NASA's director of flight crew operations. In 1971, his heart problem disappeared and he qualified for the last seat on the last *Apollo* mission, the *Apollo-Soyuz Test Project* in 1975. The flight was the first meeting in space by American astronauts and Russian cosmonauts.

DONALD SLAYTON

 American Astronaut
(1924–1993)

Created by Amplify, 2015

LESSON 1 Space Race Profiles




Birthplace:	San Antonio, Texas
Nickname:	"Ed"
Achievement:	Performed first U.S. spacewalk
Date of launch:	June 3, 1965 (<i>Gemini 4</i>)
Spacecraft/Mission:	<i>Gemini 4</i> , <i>Apollo 1</i>
Time in space:	4 days, 1 hour, 56 minutes; 36-minute EVA
Cause of death:	Fire on board <i>Apollo 1</i>

During the *Gemini 4*'s third orbit, White left the spacecraft and floated in space for about 20 minutes, becoming the first American to propel himself in space with a maneuvering unit. The visor of his helmet was gold plated for protection from the unfiltered rays of the sun. One of the three-man crew of *Apollo 1*, he died along with Gus Grissom and Roger Chaffee, during a launch rehearsal when a bundle of wires next to Grissom's seat short-circuited, causing a fire to roar through the highly pressurized, 100%-oxygen environment. The astronauts were killed almost instantly.


EDWARD WHITE
 American Astronaut
 (1930–1967)

Created by Amplify, 2015



Birthplace:	Santa Rita, New Mexico
Nickname:	"Jack"
Achievement:	Last mission to the moon, only geologist to visit the moon
Date of launch:	December 7, 1972
Spacecraft/Mission:	<i>Apollo 17</i>
Time in space:	12 days, 13 hours, 52 minutes

Schmitt was the only scientist to walk on the moon, as well as the only moonwalker never to have been a part of the U.S. Armed Forces. In the 1960s, he trained *Apollo* crews to collect samples from the moon's surface and to be geologic observers. He examined lunar samples after each of the landing missions. From the moon's surface, Schmitt collected a rock sample identified as Troctolite 76535, which NASA describes as its most interesting sample. It suggests that the moon once possessed an active magnetic field.

HARRISON SCHMITT
 American Astronaut
 (1935–)

Created by Amplify, 2015

LESSON 1 Space Race Profiles

1. Write the name of your astronaut or cosmonaut here:

Review your space explorer’s card and then complete the profile below.

<p>Astronaut/Cosmonaut Profile</p> <p>Name: _____</p> <p>Country of origin/Birthplace: _____</p> <p>Launch date(s): _____</p> <p>Spacecraft/Mission name(s): _____</p> <p>Most notable (important, interesting, or unusual) achievement:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>One or two interesting or noteworthy facts about yourself or your mission:</p> <p>_____</p> <p>_____</p> <p>_____</p>

Introduce yourself to a friend, family member, or caregiver as the astronaut or cosmonaut whose profile you developed. Share your name, birthplace, and one interesting fact about yourself or your mission.

Unit 8F, Sub-Unit 3: Space Blogs and Collection Research

LESSON 1 Blog Research

Research your assigned astronaut or cosmonaut to find at least two interesting facts or events not shown on the Space Cards. The facts or events should come from The Space Race Collection texts and images.

Some possible topics to research:

- What activities were you engaged in on your mission?
- What was it like to experience weightlessness? G-forces?
- Were there any interesting, unusual, or scary events that happened on your mission?
- What happened to you once the mission was over?
- What was the highlight of the mission for you?

You will use this information to write a space blog from the point of view of your assigned astronaut or cosmonaut.

Fact or event #1

LESSON 1 Blog Research

Fact or event #2

Unit 8F, Sub-Unit 3: Space Blogs and Collection Research

LESSON 2 OVERVIEW

Astronauts and cosmonauts have exciting jobs. But it's also lonely out there in space. What's your space experience like?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-unit 3, Lesson 1 Solo.

LESSON 2 Space Blogs

You'll use your research from the last lesson to write blog entries about the Space Race from your astronaut's or cosmonaut's point of view. You will write at least three entries. Your blog entries should each have a date and a title, and they should each be between 250 and 1000 words.

Remember: your goal is to help your readers feel like they are seeing things through the narrator's eyes. Your blog entries should use the facts you found from reliable sources, but you can embellish and elaborate on those facts in order to create compelling blog entries.

Before you begin writing, review the following chart:

Elements of a Compelling Blog

1. **Share your unique expertise.**
For example: If you are an astronaut, people want to read about something related to space or space travel. What do you know about that makes you an expert?
2. **Tell a unique story with cool details.**
For example: If you are an astronaut, people want to hear about any experiences that differ from those on Earth, such as your experience sleeping in space. And they want to hear riveting details!
3. **Give your audience a valuable takeaway.**
For example: If you are an astronaut writing about sleeping in space, what is one great piece of information you want to make sure to communicate?
4. **Use language that makes readers feel like they are right there with you.**
For example: If you are an astronaut writing about walking on the moon, include details about what you see, hear, feel, smell, and touch as you walk. Or, choose one sense to concentrate on as you provide descriptive details of your experience.

LESSON 2 Writing Prompt

Now it's time to get into character. Pretend that you are your astronaut or cosmonaut. Put a check mark next to the sentence if you can remember or imagine...

- one activity you did during your mission.
- what you could see from the window of the spacecraft.
- what it was like to feel weightless.
- what g-forces felt like.
- any interesting, unusual, or scary events that happened on your mission.
- the emotions you felt during your mission.
- any highs or lows during the mission.

You can write about the most important moments and events of your mission(s), but also small details (for example, how you liked the food, how well you slept, what you thought about when you weren't performing your duties). These moments might be serious or humorous.

In character, write at least three blog entries describing your experiences and feelings during your mission. Use the information on your Space Card and from your research to help craft your writing.

Some possible topics:

- What activities were you engaged in on your mission?
- What could you see from the window of your spacecraft?
- What was it like to experience weightlessness? G-forces?
- Were there any interesting, unusual, or scary events that happened on your mission?
- What emotions did you experience during and after the mission?
- What happened to you once the mission was over?
- What was the highlight of the mission for you?

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

LESSON 2 Writing Prompt

LESSON 2 Writing Prompt

Unit 8F, Sub-Unit 3: Space Blogs and Collection Research

LESSON 3 OVERVIEW

There's more to learn. Explore The Space Race Collection and see for yourself.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-unit 3, Lesson 2 Solo.

LESSON 3 Work Visually

In your Scavenger Hunt lessons, you looked at many images and read several texts from The Space Race Collection. Now you'll choose one additional image that you're interested in examining.

Review the following list of images from The Space Race Collection. Choose ONE that you have not yet focused on.

- Leonov during first spacewalk (left)/White during first U.S. spacewalk (right), page 228 of the Amplify ELA Grade 8 Anthology
- 1969: Cars and tents lined up, waiting for the launch of *Apollo 11* (page 231)
- 1969: *Apollo 11/Saturn V* space vehicle climbs toward orbit (page 234)
- 1969: *Columbia* Command Module, *Apollo 11*, Over the Moon's Surface (page 236)
- 1969: Buzz Aldrin's footprint, a photograph of one of the first steps ever taken on the moon (page 239)
- 1969: *Apollo 11* ticker-tape parade in New York City with Buzz Aldrin, Neil Armstrong, and Michael Collins (page 243)
- July 24, 1969: *Columbia* Command Module From *Apollo 11* Splashdown in Pacific Ocean (page 249)
- 1969: *Sky Garden (Stoned Moon)* by Robert Rauschenberg (page 256)

Circle the title of the image that you have chosen to examine.

Unit 8F, Sub-Unit 3: Space Blogs and Collection Research

LESSON 3 Close Read 1

Examine the image you selected, then answer the accompanying close reading questions.

NOTE: You only need to answer the close reading questions for one image.

Leonov during first spacewalk (left)/White during first U.S. spacewalk (right)

1. Compare the two spacewalk photographs. List two differences and two similarities.

2. These photographs were taken on March 18, 1965, and June 3, 1965, within three months of each other. Does that surprise you? Explain your answer.

1969: Cars and tents lined up, waiting for the launch of *Apollo 11*

1. This picture captures a few of the hundreds of thousands of spectators for the launch of *Apollo 11*. Why do you think so many people wanted to witness the launch in person?

LESSON 3 Close Read 1

- 2. This photograph was taken in 1969. How would it look different if this event took place today?

- 3. List three important events in the news (political, scientific, or social) that have taken place in your lifetime. Which (if any) did you camp out to witness in person? Which events did you wish you could have seen in person? Which one could you imagine camping out to witness in person? Explain your answer.

LESSON 3 Close Read 1

1969: Apollo 11/Saturn V space vehicle climbs toward orbit

1. The *Saturn V* rocket was over 350 feet tall. That’s longer than a football field. Does it look that large in the photograph? What aspects of the photo give you clues to the rocket’s size?

2. How do you think the astronauts inside the rocket might have felt while this photo was being taken?

3. Look at the massive streak of flame shooting out behind the rocket, and imagine how much fuel is being burned, minute by minute. This was a very expensive project. Do you think it’s worth it to spend so much time and money to send people into space? Explain your answer.

LESSON 3 Close Read 1

1969: *Columbia* Command Module, *Apollo 11*, Over the Moon's Surface

- 1. Look at the moon's surface in this photograph. Does it look like a landscape you might find here on Earth? Explain why or why not.

- 2. When you look at a bright, full moon on a night without clouds, does it look like this? How is it similar? How is it different?

- 3. Michael Collins piloted the module while Buzz Aldrin and Neil Armstrong walked on the moon. Describe the challenges and risks of both roles. Which job would you prefer to do, and why?

LESSON 3 Close Read 1

1969: Buzz Aldrin’s footprint, a photograph of one of the first steps ever taken on the moon

- 1. Travelers to wilderness areas or national parks are often encouraged to “leave only footprints.” The moon was Buzz Aldrin’s “wilderness.” What is the ground like in this picture? What other features of the moon’s surface, besides the boot print, stand out?

- 2. This photo is considered famous because it represents an important idea. Imagine the surface of the moon covered with boot prints like this one. How would that change the importance of this one footprint?

1969: *Apollo 11* ticker-tape parade in New York City with Buzz Aldrin, Neil Armstrong, and Michael Collins

- 1. What clues in the picture reveal the date it was taken?

LESSON 3 Close Read 1

- 2. This photo was taken in 1969. How would a parade honoring American heroes be different and similar today?

- 3. Briefly describe a momentous world event that took place in your lifetime. Was it celebrated with a parade? If not, how was it celebrated?

July 24, 1969: *Columbia* Command Module From *Apollo 11* Splashdown in Pacific Ocean

- 1. Look carefully at the photo, and describe the size of the *Columbia* command module.

LESSON 3 Close Read 1

- 2. Describe the suits worn by the Navy divers in the picture. Why do you think these suits were necessary?

1969: *Sky Garden (Stoned Moon)* by Robert Rauschenberg

- 1. Rauschenberg thought that artists and engineers should share ideas. List five items in this print that are connected to engineering and science.

- 2. Rauschenberg’s title *Sky Garden (Stoned Moon)* gives us clues to what is going on in this work of art. What images are from a “garden” in this work? What images are from the “sky”?

Unit 8F, Sub-Unit 3: Space Blogs and Collection Research

LESSON 3 Close Read 1

3. This artwork is packed with information. What does your eye focus on, and why?

LESSON 3 Working with the Text

For this activity, you'll choose one additional text from The Space Race Collection that you're interested in reading.

Review the following list of texts. Choose ONE that you have not yet worked with.

- "And a Dog Shall Lead Them" from *A Ball, a Dog, and a Monkey* (232 of the Amplify ELA Grade 8 Anthology)
- Memorandum for the Vice President (page 235)
- "What the Moon Rocks Tell Us" from *National Geographic* (page 263)
- President Kennedy's Address at Rice University, September 12, 1962 (page 237)
- "Buzz Aldrin on His Lunar Home, the *Eagle*" from *The Wall Street Journal* (page 254)
- "Life on Mars to Become a Reality in 2023, Dutch Firm Claims" from *The Guardian* (page 266)

Circle the title of the text that you have chosen to read.

LESSON 3 Close Read 2

Read the text you selected, then answer the accompanying close reading questions.

NOTE: You only need to answer the close reading questions for one text.

“And a Dog Shall Lead Them” from *A Ball, a Dog, and a Monkey*

- 1. What characteristics made Laika a good pet? Would these qualities make her a good candidate to be a space traveler? Explain your answer.

- 2. Describe all the conditions that placed stress on Laika's body in space, and explain her reaction to these conditions.

- 3. Many pro-animal activists were angry about Laika's treatment in space, but the American officials said nothing. Why did they keep silent?

LESSON 3 Close Read 2

Memorandum for the Vice President

1. President Kennedy asks if Americans have a chance at "beating the Soviets" (6). How does he think Americans might be able to beat them?

2. Which questions best show the president's sense of urgency in moving forward with the space program? Explain why.

LESSON 3 Close Read 2

- 3. Which questions might Jim Webb (NASA Administrator), Dr. Weisner (Science Advisor), and Secretary McNamara (Secretary of Defense) answer?

“What the Moon Rocks Tell Us” from *National Geographic*

- 1. What was the scientists' first reaction to the moon rocks?

- 2. Why do you think the moon rocks were "the most sought after, the most eagerly awaited, of all specimens in the history of science" (3)?

Unit 8F, Sub-Unit 3: Space Blogs and Collection Research

LESSON 3 Close Read 2

- 3. The samples contained no traces of life or dangerous substances. How do you imagine the space program might have changed if the analysis had yielded different results?

President Kennedy’s Address at Rice University, September 12, 1962

- 1. What does President Kennedy worry will happen to outer space if it is not explored by Americans?

- 2. Read the speech closely and find two examples that show President Kennedy asserting American superiority over the Soviets. Write those sentences here.

LESSON 3 Close Read 2

- 3. President Kennedy states, "We set sail on this new sea because there is new knowledge to be gained, and new rights to be won, and they must be won and used for the progress of all people" (7). Explain what he means.

- 4. What does President Kennedy mean when he says, "We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard" (9)? Why choose to do the hard thing?

LESSON 3 Close Read 2

“Buzz Aldrin on His Lunar Home, the *Eagle*” from The Wall Street Journal

1. What was it like to live in the lunar module? Use three quotes from the text in your answer.

2. What passage in the text tells you that Aldrin thought they might not make it home from the moon? Why was he worried?

3. Describe what Armstrong and Aldrin did when they set foot on the moon. What was going through Aldrin’s mind as he stood on the moon?

LESSON 3 Close Read 2

“Life on Mars to Become a Reality in 2023, Dutch Firm Claims” from *The Guardian*

- 1. What are some issues Mars One encountered as preparations were made to send astronauts to the Red Planet?

- 2. What was the mission of the Mars One project?

- 3. Would you want to travel to the Red Planet? Why or why not?

LESSON 3 Share What You Learned

Think about the new image and the new text you reviewed for this lesson.

- 1. What new facts did you uncover about the Space Race?

Lined writing area for student response.

Share your response with a friend, family member, or caregiver using the Rules for Sharing. Ask your friend, family member, or caregiver to use the Response Starters to give you feedback.

Unit 8F, Sub-Unit 3: Space Blogs and Collection Research

LESSON 4 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what they have seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-unit 4, Lesson 3 Solo.

LESSON 4 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 8F, Sub-Unit 4

Socratic Seminar and Internet Research



Socrates was a famous Greek philosopher. He was a deep thinker who believed in the power of asking questions and thoughtful discussion. In these lessons, you'll be the one asking the questions and discussing the answers.



Unit 8F, Sub-Unit 4: Socratic Seminar and Internet Research

LESSON 1 OVERVIEW

Do you think texting during the seminar is acceptable? You and your classmates make the rules.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-unit 3, Lesson 4 Solo.

LESSON 1 The Socratic Seminar

Today you're going to learn about a type of discussion called a **Socratic seminar**. A Socratic seminar is a formal discussion based on a text in which students ask and answer a series of open-ended questions designed to promote critical thinking, questioning, and conversation.

This type of discussion is not a debate. It depends on a spirit of cooperation and responses that grow from the thoughts of others.

LESSON 1 Establishing Seminar Protocol

Before beginning a Socratic seminar, it is important to establish a set of rules for proper behavior during a discussion.

1. Which rule will help during a discussion? Circle your answer.
 - a. Send a text message to at least two friends during the seminar.
 - b. Feel free to call out answers at any time.
 - c. Listen carefully to the student speaking.
 - d. Find a point to argue against.

Now it's your turn to come up with two more rules for a successful discussion. Use these questions to guide your thinking:

- How will people take turns talking?
- What do you do if you have a question or answer to share?
- How can we show that we're listening to one another?
- What do we do if someone is talking too much? What if someone isn't talking?
- How do we agree, disagree, or build on what someone else says?

LESSON 1 Establishing Seminar Protocol

2. What are your two rules for a Socratic seminar?

LESSON 1 Seminar Questions

During Socratic seminars, participants are expected to ask and answer thoughtful questions. There are different types of questions a person could ask during a discussion.

A closed-ended question is a question that may be answered with a very limited (or “closed”) response, such as “yes” or “no.” An open-ended question is a question that requires more thought and an explanation.

1. Which type of question is better for having a discussion?
 - a. A closed-ended question
 - b. An open-ended question
2. Indicate whether each question on the chart below is either closed-ended or open-ended by marking the correct column.

Questions	Closed-ended	Open-ended
Did you like the movie?		
What did you like about the movie?		
What were the best scenes in the movie?		
Why do you think they were the best?		
Who was the main character of the movie?		
What was likable about the main character?		

Unit 8F, Sub-Unit 4: Socratic Seminar and Internet Research

LESSON 1 Seminar Questions

3. Write an open-ended question about a song or movie you like.

Check that your question is open-ended by asking a friend, family member, or caregiver to answer it.

LESSON 1 Working with the Text

Now you will write two or three **open-ended** questions about a text from The Space Race Collection to ask during a discussion with a classmate over the phone for the next lesson. If your teacher has assigned a text to you, use that one. Otherwise choose which text you would like to use for this activity.

1. Title of The Space Race Collection text that you will use: _____

Review your text and then write two or three open-ended questions about the text that you will ask. Make your questions thought-provoking, so that the other participant will have a lot to think about and discuss.

2. My questions are:

Unit 8F, Sub-Unit 4: Socratic Seminar and Internet Research

LESSON 2 OVERVIEW

Who won the Space Race? Did it matter? Was it worth it? What open-ended questions would you like to ask?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Review the Rules for Sharing and Response Starters.
3. Complete the Sub-unit 4, Lesson 1 Solo.

LESSON 2 The Socratic Seminar

Refer to the rules that you came up with for the Establishing Seminar Protocol activity during the previous lesson.

If your teacher was able to arrange for you to have a discussion with a classmate, share your rules and listen to the rules that your classmate thought of. (If you are not able to connect with a classmate, share your rules with a friend, family member, or caregiver and ask them to think of one or two more rules for a successful discussion.)

1. Write down any rules you heard from your classmate (or friend, family member, or caregiver) that are different from the rules you came up with earlier.

Now refer to the open-ended questions that you came up with for the Working with the Text activity during the previous lesson.

Take turns with your classmate asking your questions and answering theirs. If you are having your discussion with a friend, family member, or caregiver (or if the discussion with your classmate slows down), take turns asking and answering these other questions:

- What was the most significant achievement that occurred during the entire Space Race?
- Discuss the costs (animal life, human life; money; international relations) of the Space Race versus the eventual results and benefits. Was the Space Race worth the costs?
- Do you support further space travel? Why or why not?
- What is another area/achievement that you think is worth “racing” for in today’s society?

Unit 8F, Sub-Unit 4: Socratic Seminar and Internet Research

LESSON 2 The Socratic Seminar

Use the following chart to record any thoughts, ideas, and additional questions you have about the discussion topics.

Question topic	My thoughts, ideas, and additional questions

LESSON 2 Reflecting on the Seminar

Now that you've completed your discussion, take a few moments to review the notes in your chart.

1. Choose one topic or idea that you would like to learn more about and list it here:

Research questions should be open-ended. They often, but not always, begin with "how" or "why." They should also be arguable or open to debate.

An example of a good research question is:

- What was Yuri Gagarin's contribution to The Space Race?

An example of a poor research question is:

- Where was Yuri Gagarin born?

2. Write one new question about the topic or idea you identified in your response to question 1 that you would like to answer:

Now that you've come up with an intriguing research question, consider how you might be able to answer it. You will not conduct the research during this unit, but you may find it rewarding to answer your question on your own.

Unit 8F, Sub-Unit 4: Socratic Seminar and Internet Research

LESSON 3 OVERVIEW

This lesson requires Internet access. Jump ahead to Lesson 4 or Sub-unit 5!

LESSON 4 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what they have seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-unit 4, Lesson 3 Solo.

LESSON 4 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 8F, Sub-Unit 5



Write an Essay

The pieces of writing you do over the next few classes will build on each other to create an essay that is longer and more polished than the short writing you normally do in these Amplify lessons. Putting these pieces together into a finished product will take all of the skill and thought you usually bring to your writing, plus extra attention to careful organization.



ESSAY LESSONS: OVERVIEW

Calendar of Essay Lessons

What you'll be doing to write your essay:

<p>Lesson 1</p>	<p>Step 1: Choose an essay prompt: Choose from two research essay topics.</p> <p>Step 2: Gather evidence: Collect evidence from The Space Race Collection that will be useful in your essay.</p>
<p>Lesson 2</p>	<p>Step 3: Make a claim: Write a claim statement in response to the essay prompt you chose.</p> <p>Step 4: Write the first body paragraph: Write the first body paragraph, explaining pieces of evidence that support your claim.</p>
<p>Lesson 3</p>	<p>Step 5: Write the remaining body paragraphs: Finish writing the body paragraphs. Describe and explain more evidence for your claim.</p> <p>Step 6: Write an introduction: Review the Elements of an Introduction, then write your introductory paragraph.</p>
<p>Lesson 4</p>	<p>Step 7: Revise your body paragraphs: Add more evidence or more explanation to the evidence in your body paragraphs.</p> <p>Step 8: Write a conclusion: Review the Elements of a Conclusion, then write your conclusion.</p>
<p>Lesson 5</p>	<p>Step 9: Edit your essay: Edit your essay using the Editing Process.</p> <p>Step 10: Write the final copy: Rewrite your essay to create a final copy.</p>
<p>Lesson 6</p>	<p>Step 11: Create citations: Make sure you've properly cited the quotes and information in your essay.</p> <p>Step 12: Create a works cited list: Make a list of the works you cited in your essay.</p>

ESSAY LESSONS: OVERVIEW

Essay Prompts

Research Option 1: Argumentative Essay

Was animal testing necessary during the Space Race?

Research and discover what the Soviets and the Americans were trying to understand when they sent animals into space. Was animal testing necessary? Was it fair or moral to send animals into space for research purposes? Could the scientists have found the answers they were looking for without sacrificing animals? If so, how?

Research sources in the Collection as you collect evidence and prove your case. Write an argumentative essay persuading your reader of your way of thinking. Be sure to include a list of the resources you used in your research.

Research Option 2: Informative Essay

What were the three greatest achievements during the Space Race?

Write an informative essay describing the three most important accomplishments that took place during the Space Race. What were they? Why were they significant?

As you conduct your research, be sure to look for relevant facts and concrete details to support your thinking.

Be sure to include a list of resources you used in your research.

Unit 8F, Sub-Unit 5: Write an Essay

LESSON 1 OVERVIEW

Explore the texts and images in The Space Race Collection for information about your topic. Double check your sources as you go.

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson

LESSON 1 Review Essay Prompt and Calendar

Step 1: Choose an essay prompt

You will now be working on a research paper based on topics from The Space Race Collection. Your essay will...

- be either argumentative or informative.
- consist of 5 paragraphs: an introduction, 3 body paragraphs, and a conclusion.
- be written about a topic you select from the 2 options.
- include a Works Cited page that lists the resources you cited in your research.

Your final essay will include these elements:

Elements of Your Response to Text Essay

An introduction to the essay and claim. It includes:

- A lead
- Relevant background or context of the topic and the texts
- A statement of the claim

Body paragraphs to develop the reasoning and evidence. Each includes:

- Specific textual evidence that supports the claim
- Description of the key parts of your evidence
- Clear explanation of how this evidence supports the claim
- In-text citations

A conclusion that wraps up the ideas about the claim/argument. It includes:

- A restatement of the claim
- A final thought

A Works Cited page

- Source information for Collection texts

Unit 8F, Sub-Unit 5: Write an Essay

LESSON 1 Review Essay Prompt and Calendar

Both informative and argumentative essays require a claim to be made in the first paragraph, so once you have chosen your research question, you should not change your topic—or you will have to do a lot of rewriting.

1. Take a few minutes to review the two research options in the Essay Lessons Overview. Which one would you like to explore further? Circle your choice.
 - Research Option 1: Argumentative Essay: Was animal testing necessary during the Space Race?
 - Research Option 2: Informative Essay: What were the three greatest achievements during the Space Race?

LESSON 1 Gathering Evidence

Step 2: Gather evidence

Review The Space Race Collection in the Amplify ELA Grade 8 Anthology to see which resources will be useful in completing your essay. Choose valid and relevant sources, and use the skills you learned in the Information Literacy lessons when assessing sources.

1. Complete the chart below, filling in source information (author, title, publisher, date, place of publication, and line number for texts; or artist, title, and date of creation for images) in the left column and relevant information for your essay in the right column..

Collection Source	Information for My Topic

LESSON 1 Gathering Evidence

Collection Source	Information for My Topic

LESSON 1 Wrap-Up

Answer the following questions to determine whether you are ready to start your research paper.

1. Have I found two or three valid sources that provide useful information about my topic?
 - a. Yes
 - b. No

2. Is the information I've gathered focused on my topic?
 - a. Yes
 - b. No

3. Do I have enough information to write an introduction, three body paragraphs, and a conclusion?
 - a. Yes
 - b. No

4. Are there any gaps in my research?
 - a. Yes
 - b. No

LESSON 2 OVERVIEW

Stake a claim and back it up with evidence. But be sure to frame your quotes properly...beware of plagiarism!

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 2 Claim Statement

Step 3: Make a claim

You're going to use the evidence from your research to write the body paragraphs for your essay. But first, you need to decide on the claim you will make for your essay.

A claim is a statement, written as a complete sentence, that makes a clear point that can be supported by evidence. To write your claim statement, think about your research for your chosen topic, then state your main point about what the evidence in your research showed you.

What idea are you trying to explain in your research essay? Write a claim statement that answers the question for the research option you chose. Your claim statement should be written as a complete sentence and make a clear point that can be supported by the evidence you have gathered.

When you write your body paragraphs, you should only focus on one general idea, or claim, for each paragraph. You'll also need to describe and explain how the textual evidence you chose in Lesson 1 supports your claim, and write a transition sentence at the start of each new body paragraph to show how it relates to the one before it.

LESSON 2 Body Paragraph 1

Step 4: Write the first body paragraph

Eventually you will write three body paragraphs. Today you'll focus on the first one. Remember that you should focus on describing one or two key pieces of evidence in each body paragraph and explain how the evidence supports your claim.

Write the first body paragraph for your essay, using one or two pieces of textual evidence to support your claim or explain your topic. Label it "Body Paragraph #1."

Remember to describe and explain your evidence and to show how it supports your claim.

Any time you reference a text directly, mark the spot with the author's last name, for example: (Smith). In a later lesson, you will come back to these spots to add proper in-text citations.

LESSON 2 Body Paragraph 1

Lined writing area for the body paragraph.

LESSON 3 OVERVIEW

Today you'll finish writing your body paragraphs and craft an introduction.

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 3 Body Paragraphs 2 and 3

Step 5: Write the remaining body paragraphs

In the last lesson, you worked on developing the first body paragraph of your essay by describing and explaining evidence to support your claim. Now you will finish writing your body paragraphs.

In each of your body paragraphs, you'll use one or two pieces of textual evidence to support your claim or explain your topic. You should also remember to describe the key parts of your evidence and explain how the evidence supports your claim or what it shows about your topic.

When you've completed your three body paragraphs, make sure that you write transition sentences to establish a connection between the first and second and the second and third body paragraphs.

Reread your writing from the last lesson, then write your second and third body paragraphs below. Label them "Body Paragraph #2" and "Body Paragraph #3."

LESSON 3 Body Paragraphs 2 and 3

Lined writing area for two body paragraphs. Each paragraph starts with a horizontal line and is followed by 20 additional horizontal lines for writing.

LESSON 3 Body Paragraphs 2 and 3

LESSON 3 Write an Introduction

Step 6: Write an introduction

Above your body paragraphs, you will need a paragraph to introduce your essay. These are the elements that you will include in the introduction you write today:

ELEMENTS OF AN INTRODUCTION

- An engaging lead to grasp the reader’s attention and give the reader a sense of what your essay is about
- Key background or context to help the reader understand the topic of your essay
- Your claim/argument

Now that you know the basic elements of an introduction, it’s time to write your own.

1. Write two or three leads for your introductory paragraph. Leave a space in between each lead so that you can see each one clearly. Your lead can...
 - ask a question.
 - quote the text.
 - help the reader relate to the topic of the essay.
 - include an interesting detail from the text.

The point is to experiment and have fun writing an engaging opening line for your essay. You’re going to write more than one lead so that you can choose which one you like the best.

Unit 8F, Sub-Unit 5: Write an Essay

LESSON 4 OVERVIEW

A strong conclusion ties your essay together and leaves the reader with something to think about.

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 4 Revise Body Paragraphs

Step 7: Revise your body paragraphs

Today you are going to spend some time revising your body paragraphs. You will work on adding more explanation to your evidence, or adding new evidence to help support your claim.

1. Underline two places in each of your body paragraphs to revise. One could be a place where you can add more evidence to support the claim in your essay, and another could be a place where you can develop your evidence further in order to support your claim.
2. For each place you have identified as needing revision, write 3–5 sentences that present additional evidence or describe your evidence further. Reread your body paragraphs with the new sentences and then revise so the sentences connect clearly with one another.
3. When you are done, compare what you wrote before and after your revision. Which version do you think supports your claim most effectively? Circle your choice.
 - I prefer my original version without revisions.
 - I prefer the revised version.
 - I would like to keep some parts of the revised version, but not all.

LESSON 4 Write a Conclusion

Step 8: Write a conclusion

You've worked hard on the introduction and body paragraphs of your essay. Now it's time to write the last piece of your essay—the conclusion.

LESSON 4 Write a Conclusion

Keep these elements in mind as you write the conclusion to your essay:

ELEMENTS OF A CONCLUSION

- A restatement of the claim
- A final thought for the reader to take away

When you restate your claim, go beyond simply repeating what you’ve already said. Use new and interesting language and add details to give your reader a more complete understanding of your point.

Final thoughts can be questions or statements. A good final thought is a new idea that flows logically from your essay. It should give the essay an ending that leaves the reader with something more to think about.

Now that you know the elements of a conclusion, it’s time to write one of your own.

Experiment with more than one final thought and then choose the one you like best.

Reread the introduction and body paragraphs of your essay, then write a conclusion to your essay. Label it “Conclusion.”

Unit 8F, Sub-Unit 5: Write an Essay

LESSON 5 OVERVIEW

Edit your essay!

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 5 Edit Your Essay

Step 9: Edit your essay

You have worked on all the elements of your essay. Today you can complete whatever parts of your essay still need some work. Focus on revising your introduction, body paragraphs, or conclusion to make your essay stronger.

Make any necessary changes to your essay, following the Editing Process guidelines on the following page.

LESSON 5 Edit Your Essay

Editing Process

1. Read each part of your essay aloud to yourself, quietly and slowly.
2. Arrange what you have written in the appropriate order. Make sure to incorporate your revisions into your body paragraphs or delete them if you don't want to use them. This list shows you how the pieces you have written will go together:
 - Introduction
 - Body paragraphs with revisions and in the order you prefer
 - Conclusion
3. Reread your essay to correct any errors in spelling, punctuation, and grammar. Follow these basic rules:
 - The first letter of every sentence is capitalized.
 - Every sentence ends with a period, a question mark, or an exclamation point.
 - There are no obvious spelling errors.
 - The word "I" is capitalized.
4. Refer to the following guidelines to make sure you have written your direct quotes correctly:
 - Make sure you have an introduction to your quote (e.g., According to the text,).
 - Use double quotation marks to show where the quote begins and ends.
 - Use single quotation marks around any dialogue within the direct quote.
 - Only include the end punctuation of your quote if it is a question mark or exclamation point.
 - At the end of the sentence, cite the source you are using in parentheses with the author's last name or source title, followed by the paragraph or page number (if available). For example: (Smith 10) or (ABC News)
 - Add the period after the parentheses (Smith 10).

LESSON 5 Write Final Draft

Step 10: Write the final copy

On the following pages, rewrite your draft to create a final copy. Label it “Final Draft.” Make sure your essay is in the right order and that you’ve incorporated any edits you made to the rough draft.

When you’ve finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

Unit 8F, Sub-Unit 5: Write an Essay

LESSON 6 OVERVIEW

You used evidence from the text to back up your claim—now you'll make sure you credit your sources!

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 6 In-Text Citations

Step 11: Create citations

Now you're going to edit the citations in your essay, following the Guidelines for In-Text Citations.

1. Reread your essay and check that your citations are complete and correct. (See Guidelines for In-Text Citations below.)
2. Make sure you have an opening frame, that you quoted the text, and that you have cited the text used.

GUIDELINES FOR IN-TEXT CITATIONS

An in-text citation has three parts:

1. Introduction to the quote (for example, *According to the text...* or *Studies have found that...*)
2. The borrowed words (the quote) in quotation marks
3. The citation in parentheses: the author's last name or the source title, followed by the page or paragraph number

How to write a direct quote:

- Make sure you have an introduction to your quote.
- Use double quotation marks to show where the quote begins and ends.
- Use single quotation marks around any dialogue within the direct quote.
- Only include the end punctuation of your quote if it is a question mark or exclamation point.
- At the end of the direct quote, cite the source you are using in parentheses with the author's last name or source title, followed by the paragraph or page number, for example: (Smith 10) or (ABC News).
- Add the period after the parentheses: (Smith 10).

LESSON 6 In-Text Citations

Examples of properly formatted in-text citations:

A source with an author and a page or a paragraph number: As the author explains, “He was born on December 8, 1886, in the beautiful old silver town of Guanajuato, capital of the Mexican state of the same name” (Hamill 11). According to the 2007 *Chicago Tribune* article, “This sort of commercialization has outraged many intellectuals and Kahlo devotees” (Avila 3).

A quotation that ends in a question mark or exclamation point: Early in their relationship, Diego wondered “Why didn’t she trust my judgment? Hadn’t she come herself to ask for it?” (Rivera 7).

A source that has an author but no page or paragraph number: According to the text, “Named for the valley in which it was situated, called Cullumah, meaning ‘beautiful’ to the native Nisenan Indians, the new ‘town’ was called Coloma” (Weiser).

A source with no author, but there is a title: According to this article, “A visit to the Museo Frida Kahlo is like taking a step back in time” (“A Tribute to Frida Kahlo: Biography”).

If your sentence already includes the title of the text and the author’s name, provide just the name of the website in the citation: In “Art lovers fret as kin cashes in on Frida Kahlo name,” Oscar Avila writes that “This sort of commercialization has outraged many intellectuals and Kahlo devotees” (chicagotribune.com).

A quotation that contains dialogue (or any quoted text): After seeing the response to his candy drops, “Halvorsen called the airlift the ‘healing balm on the wounds of war’” (abcnews.com).

LESSON 6 Works Cited List

Step 12: Create a works cited list

Refer to the guidelines below as you create a works cited list for your essay.

NOTE: These guidelines reference Internet sources and digital word processing functions such as double spacing. You can disregard those references for your written Works Cited page.

GUIDELINES FOR A WORKS CITED PAGE

1. Title the page "Works Cited." Center this title.
2. Double space all citations.
3. Indent the second line of each citation one-half inch.
4. Capitalize the first word and the last word in a title, as well as any nouns, verbs, adjectives, and adverbs.
5. Put your citations in alphabetical order by author's last name.
6. Do your best to follow the punctuation and formatting styles in the examples below.

Examples of Citations:

Citing a Book

Author's last name, first name. *Title of book*. City of publication: Publisher's name, year. Format.

Herrera, Hayden. *Frida: A Biography of Frida Kahlo*. New York: Harper Perennial, 2002. Print.

If only the name of the editor is available, start with the editor's name and put "ed." Or "eds." after the name as follows: *Lapham's Quarterly*, eds. *Titanic Collection*. 2014. Web.

Citing a Newspaper or Magazine Article

Author's last name, first name. "Title of Article." *Name of Newspaper/Magazine*. Day Mo. Year, Edition: Pages. Format.

Kennedy, Randy. "'Frida Kahlo's Garden' to Sprout in New York City." *The New York Times*. 17 June 2014, late ed.: C.3. Print.

Citing an Article From a Website

Author's last name, first name. "Title of Article." *Name of site*. Name of sponsor or publisher. Posting date. Format. Date you viewed the article.

Zimmermann, Kim Ann. "Mexican Culture: Customs & Traditions." *livescience.com*. Purch, 10 Feb. 2015. Web. 18 Feb. 2015.

If there is no date available include "n.d." as follows:

Weiser, Kathy. "California Legends: Coloma - Gold Town to Ghost Town," *legendsofamerica.com*. n.d. Web. 18 Feb. 2015.

Citing an Image From a Website

Artist's last name, first name. Title of Work. Date of creation. Name of website.

Kahlo, Frida. *Still Life with Parrot and Fruit*. 1951. *fridakahlofans.com*.

