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Level	Activity	Lexia Lesson	# of pages
Core5 L17, Core5 L18	Passage Comprehension 6, Passage Comprehension 7	Author's Point of View, Lesson 3	11
Total			11



Description

This lesson is designed to help students examine several sources of information on a shared topic and compare and contrast the authors' **points of view**. Students are guided to read the texts with understanding and make connections among them.

TEACHER TIPS

Preview the texts to determine if your students are likely to need support while reading them. You may prefer to do a first-read together, reading aloud while students follow along.

During discussions, remind students to listen to others, take turns, and speak in complete sentences. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.

PREPARATION/MATERIALS

- Copies of "A Giant Leap," "Excerpts from *President John F. Kennedy's Speech at Rice University, Houston, Texas, September 12, 1962*," and "In My Opinion: Let's Go Ahead, Not Back" (for display and for students)

Direct Instruction

say Today we'll be reading about a historic event and topic. We'll read three texts: an informational article, a speech, and an opinion essay. We'll think about the information, ideas, and point of view we find in each.

Display and distribute copies of the first text, "A Giant Leap." Have students read aloud the title, the author's name, and the first paragraph.


A point of view, or viewpoint, is what someone thinks or believes about a topic. I can tell from this first paragraph that the author, Carson Soo, probably believes that the first moon landing was an important, impressive event. What words in this paragraph show me that point of view? (Students should note that the words "astonishing achievement" and the last sentence of the paragraph, ending with an exclamation point, show that the author has a positive, enthusiastic point of view about the moon landing.)


Tell students that as they read, they should pay special attention to the author's main ideas and point of view.

After reading, prompt students to reread segments to note the author's point of view about the events he describes and their significance. Possible prompts:

Reread Paragraphs 3–5. What main point is the author making? (The space race began because of the rivalry between the two superpowers, the United States and the Soviet Union.)


What reasons and evidence does he give to support that idea? (The Soviet Union's 1957 launch of the first Sputnik satellite came first. The Soviet Union seemed to be ahead, which "alarmed many Americans and aroused their competitive spirit"; the United States launched its first satellite a year later; the first human in space was a Soviet cosmonaut; the United States sent its first astronaut into space "less than a month later"; the "next goal was clearly the moon"; President Kennedy "wanted to prove that American technologies were the best in the world.")


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In Paragraph 6, the author tells about failures. What point does he seem to be making, and what support does he give for that point? (He's making the point that the race to the moon was risky for both rivals. Not all went smoothly. American and Soviet astronauts died in the attempt.)
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Neil Armstrong made a famous statement upon setting foot on the moon. What does the author believe about that statement? What evidence does he provide for that point of view? (The author believes that the moon landing was truly a "giant leap" for everyone on Earth because "the achievement did not belong to a particular nation, but to all the world" and "the discoveries made and knowledge learned belong to everyone on Earth." He offers evidence about the U.S.-Soviet capsule linkup in 1972 and the International Space Station, which has carried astronauts from 15 nations.)

Display and distribute copies of the primary source text, "Excerpts from *President John F. Kennedy's Speech at Rice University, Houston, Texas, September 12, 1962.*"

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Whenever we're learning about events that really happened, we have two main ways of finding information in texts.
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We can use **secondhand accounts**, like the article about the space race that we just read. These texts are called **secondhand**, or **secondary**, because they were written by authors who did not play a direct role in the event. The author of a secondhand account pulls together information from different sources and often expresses a point of view about people and events.
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We can also use **firsthand accounts**. Eyewitness reports, interviews, diaries, letters, and speeches are examples of firsthand accounts. They come from people who had direct experience of the event. We're going to read excerpts from a famous speech by United States President John F. Kennedy. In this speech, he tells an audience assembled in a stadium at Rice University in Houston, Texas, about his plans for the next steps in the space race. The speech was given in 1962.



Students who are able readers may read the speech independently. You may prefer to guide a group reading, pausing after students have completed each paragraph to sum up and paraphrase meaning together. Another option is to read aloud the speech while students follow along. Note that if you prefer to have students view the speech, video of President Kennedy delivering the full version is available online (see the Adaptations section at the end of this lesson).

After the reading, ask questions to clarify vocabulary and language and to draw attention to the author's point of view and supporting reasons and evidence. Possible questions and prompts:


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In this speech, President Kennedy says that "we mean to lead" in the race for space. What reasons does he give for saying that the United States must lead? (The United States "expects to be the leader of other nations"; only the United States can make sure that space is governed "by a banner of freedom and peace." He fears that if the Soviets get to space first, they might fill it with "weapons of mass destruction," but the United States will fill it "with instruments of knowledge and understanding." "Only the United States" can make sure that the knowledge gained from exploring space will be used for progress and peace, not war.)
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In Paragraph 7, Kennedy says that "we choose to go to the moon" because reaching that goal will require Americans "to organize and measure the best of our energies and skills." Why do you think that Kennedy says that is a good reason to go to the moon? (Students may express their understanding that Kennedy is saying that with a big challenge like reaching the moon, Americans will have a shared goal that will test their resolve and abilities. He believes it will be a good test because it will bring people together, and knowledge and peace will come out of it.)

-  Reread Paragraph 12. What point is Kennedy making? Why do you think he makes that point? (He is telling Americans that they'll have to pay more because the high-gear space program will cost a lot of money. He might be pointing that out to show that everyone will contribute to this important effort. Still, a ten cents per week increase doesn't sound like much, so he might be pointing out that the cost won't be a big strain.)
-  If you look again at Paragraph 13, you'll see that it is one long, long sentence. What might be the effect on listeners hearing that sentence delivered? (Read the paragraph aloud, or have a volunteer read it aloud. Help students to understand that the list of achievements is intended to convey a breathless wonder about the proposed mission, and the reason for boldness. Also point out the joke that Kennedy inserts about the heat in Houston that day.)

Display or distribute copies of the essay, "In My Opinion: Let's Go Ahead, Not Back." Have students read aloud the page heading, essay title, and author's name.


-  We've seen points of view expressed in an informational article and a speech. This passage is an opinion essay. In an opinion essay, the author's purpose is to persuade readers to agree with his or her point of view. As you read the essay, think about the point of view, and look for the reasons and evidence that the author gives to support it.




After the reading, ask questions to draw attention to the author's point of view and supporting reasons and evidence. Possible questions and prompts:

-  What does this author think about sending American astronauts back to the moon? (The author is against it.)
-  Why does this author point out that the Apollo moon missions were not as popular as we like to think? (The author wants to make the point that another moon mission isn't likely to be a popular idea because it wasn't even that popular the first time. The author thinks that a government should spend money wisely and that there are more important needs than human space travel.)
-  Does this author believe that the exploration of space is a waste of money? What evidence do you find to support your point of view? (No, the author is not against spending money on space exploration because she lists all the gains in scientific knowledge made by unpiloted spacecraft. She believes that "we do not need to gain that understanding from human space explorers." She believes that we should continue exploring space, but also continue "sharing expertise and costs" with other nations.)

Guided Practice

Guide students to annotate the three texts to show the authors' main ideas and points of view. Suggested prompts follow:

-  *say* Reread the informational text, "A Giant Leap." Underline words and sentences that show the author's point of view about the first moon landing. (Examples of underlined text: an astonishing achievement; aroused their competitive spirit; Enthralled audiences; not just hard, but risky; historic flight; This achievement did not belong to a particular nation, but to all the world; the discoveries made and knowledge learned belong to everyone on Earth; did indeed make a "giant leap"; cooperative effort; gain knowledge about the planet, solar system, and universe we all inhabit together)

-  Look over the text you underlined, and write a few margin notes to sum up the author's point of view. (Sample notes: first moon landing impressive, important; message about "giant leap for mankind" shows cooperation; knowledge and discoveries belong to whole world)
-  Reread the excerpts from President Kennedy's speech. Write notes in the margin to tell the main reasons he gives for supporting the mission to the moon. (Sample notes: U.S. must lead; must make sure of peace in space; gain new knowledge; important to work together to achieve hard goal; cannot be left behind in space race; national pride; enormous accomplishment; hopes for knowledge and peace)
-  Now look again at the opinion essay by Naomi Pinto. Next to the first paragraph, write a brief note to restate her opinion. Next to each of the other paragraphs, write a note to sum up her supporting reason for the opinion. (Sample notes: opposes sending humans back to moon; better to spend money on projects back on Earth; original reason for Apollo program was political and is no longer valid; scientific understanding can come from unpiloted missions)

Independent Application

-  You've read three texts. What do you think is the author's main purpose in each one?

Sample response:


In "A Giant Leap," the author wants to give information about the space race and the Apollo 11 mission to the moon. The author also wants to share his idea that cooperation grew out of that mission, so it was a big success.

In John F. Kennedy's speech, his main purpose was to get support for the decision he made to get astronauts on the moon before the Soviets did. He wanted his listeners to agree that spending money and taking risks were going to result in a great achievement for the United States.

In "In My Opinion: Let's Go Ahead, Not Back," the author wants readers to agree with her opinions that there is no longer a good reason to send astronauts to the moon and that money should be spent instead on unpiloted missions to explore space.

Wrap-up

Check students' understanding.

-  Why is it useful to read more than one text on a topic or issue? (You can see how different authors view the issue. You might find opposite points of view. You can learn about a historic event from speeches and other primary sources that help you understand the thinking of people of the time.)

Use students' responses to guide your choice of activities in the Adaptations section on the following page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Focus only on the informational text "A Giant Leap" and the essay "In My Opinion: Let's Go Ahead, Not Back."

Make statements about the author's point of view based on each text, and ask students to tell whether the author would agree or disagree with the statement. Have them point to evidence in the text to support their choice.

Examples of statements for Carson Soo:

- *People were excited about the space race.*
- *The moon missions were too risky.*
- *Cooperation in space is valuable.*

Examples of statements for Naomi Pinto:

- *The moon missions were too expensive.*
- *We don't need to explore space.*
- *Americans should send astronauts to Mars.*

FOR STUDENTS READY TO MOVE ON

Option 1: Guide students to the 18-minute online video of President Kennedy's speech at Rice University in Houston, Texas, September 12, 1962. Tell students to pay special attention to persuasive techniques that Kennedy uses, including repetition, appeals to emotion and patriotism, and acknowledgment of the listeners' point of view. Direct students to take notes about what they observe. Follow up with a discussion of students' observations.

Source: John F. Kennedy Presidential Library and Museum (<http://www.jfklibrary.org>)

Option 2: Mars is mentioned as a goal for space travel. Use approved online sources to provide information about this issue. Have students read and discuss the arguments for and against sending astronauts to Mars.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- In addition to the list of "Words to Know" included with the firsthand account, identify vocabulary that might be difficult for students to understand when they read the provided passages (e.g., *descended, unpiloted, ascended, obligations, expenditures*). Use these words in simple sentences that draw on familiar topics, people, and situations. Photographs, illustrations, and objects are especially helpful in making vocabulary concrete.
- Ask open-ended questions to facilitate collaborative discussions in which students build on each other's ideas. After posing a question, provide time for reflection before discussing answers. Encourage students to explain their ideas and understanding.

- Provide background information and help students access prior knowledge of the topic of all three passages: space exploration.
- Display and review sentence starters to support student contributions to group discussions:

The author's point of view is...

The author's main purpose is...

I can tell this is an opinion because...

I do/do not agree with the author's point of view because...

My point of view is...

It is useful to read more than one text on a topic because...

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

For further practice with these skills, provide students with **Lexia Skill Builders®**.

A Giant Leap

by Carson Soo

1 “Houston, Tranquility Base here. The Eagle has landed.” Those words, radioed by American astronaut Neil Armstrong to mission controllers on Earth, were heard by more than half a billion people all over the world. Everywhere, an astonishing achievement captured attention. Human beings had landed on the moon!

2 Just after 4 pm Eastern Daylight Time, on July 20, 1969, Commander Neil Armstrong successfully piloted a small spacecraft, the lunar module *Eagle*, onto the rock-strewn surface of the moon. The lunar module set down in an area called the Sea of Tranquility. Armstrong and another astronaut, Buzz Aldrin, had descended in this module from the larger spacecraft *Columbia*, which was now above. It was orbiting the moon with a third astronaut, Michael Collins, inside.

3 The success of this space mission, Apollo 11, built on many earlier successes, as well as many failures. The space race, as it was called, began in 1957, when the Soviet Union sent the first of its Sputnik satellites into orbit around Earth. Nobody had ever launched a spacecraft into orbit before. The United States and the Soviet Union were rival superpowers, each threatening the other. The Soviets’ achievement alarmed many Americans and aroused their competitive spirit. In 1958, the United States launched its first satellite into orbit, and the race was on.

4 After those first unpiloted spacecraft came the first human in space, the Soviet cosmonaut Yuri Gagarin, in 1961. Less than a month later, the first American astronaut, Alan Shepard, blasted off for a 15-minute ride into space and back. The Americans sent their first astronaut into orbit in 1962, John Glenn. Enthralled audiences watched the broadcast of every flight, from launch to splash landing. The next goal was clearly the moon. Who would get there first?

5 In a famous 1962 speech, U.S. President John F. Kennedy described the goal of getting to the moon before the end of the decade. He and other leaders wanted to prove that American technologies were the best in the world.

6 Kennedy said that Americans were inspired to do things that were hard. Space flight was not just hard, but risky. The United States' moon-travel program, called Apollo, began with a disaster. A fire killed three astronauts in their command module as they prepared for a ground test. The Soviets also experienced an early tragedy when a space capsule crashed, killing its cosmonaut pilot.

7 Late in 1968, two astronauts on board Apollo 8 became the first to orbit the moon. Within a year, Apollo 11 was launched on its historic flight.

8 When Neil Armstrong climbed down the ladder of the lunar module to step on the moon for the very first time, he spoke a message. "That's one small step for a man, one giant leap for mankind." This achievement did not belong to a particular nation, but to all the world.

9 As the two astronauts ascended to return to the spacecraft above and the flight back, they left part of the lunar module *Eagle* behind. On one of its legs, they had placed a plaque. It read, "Here men from the planet Earth first set foot upon the moon. July 1969 A.D. We came in peace for all mankind."

10 Although space exploration was set in motion by competition between powerful nations, the discoveries made and knowledge learned belong to everyone on Earth. American astronauts made their last visit to the moon in 1972. That same year, Soviet cosmonauts in a Soyuz capsule and American astronauts in an Apollo capsule linked up in the first international space mission. In the late 1990s, work began on an International Space Station. Since then, men and women from 15 nations have lived and worked on the orbiting ISS.

11 Neil Armstrong did indeed make a "giant leap." Space exploration has become a cooperative effort. Its purpose is to gain knowledge about the planet, solar system, and universe we all inhabit together.

Excerpts from

President John F. Kennedy's Speech at Rice University, Houston, Texas, September 12, 1962

Words to Know

celestial relating to the sky or space

pre-eminence superiority

conscience a sense of the right thing to do

strife conflict

embark to set out

vista a view into the distance or the future

intricate detailed or complex

vow to promise

1 Surely the opening vistas of space promise high costs and hardships, as well as high reward. So it is not surprising that some would have us stay where we are a little longer to rest, to wait. But this city of Houston, this State of Texas, this country of the United States was not built by those who waited and rested and wished to look behind them. This country was conquered by those who moved forward—and so will space.

2 The exploration of space will go ahead, whether we join in it or not, and it is one of the great adventures of all time, and no nation which expects to be the leader of other nations can expect to stay behind in the race for space.

3 We mean to be a part of it—we mean to lead it. For the eyes of the world now look into space, to the moon and to the planets beyond, and we have vowed that we shall not see it governed by a hostile flag of conquest, but by a banner of freedom and peace. We have vowed that we shall not see space filled with weapons of mass destruction, but with instruments of knowledge and understanding.

4 Yet the vows of this Nation can only be fulfilled if we in this Nation are first, and, therefore, we intend to be first. In short, our leadership in science and in industry, our hopes for peace and security, our obligations to ourselves as well as others, all require us to make this effort, to solve these mysteries, to solve them for the good of all men, and to become the world's leading space-faring nation.

Excerpts from *President John F. Kennedy's Speech* 1

5 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. For space science, like nuclear science and all technology, has no conscience of its own. Whether it will become a force for good or ill depends on man, and only if the United States occupies a position of pre-eminence can we help decide whether this new ocean will be a sea of peace or a new terrifying theater of war.

6 There is no strife, no prejudice, no national conflict in outer space as yet. Its hazards are hostile to us all. Its conquest deserves the best of all mankind, and its opportunity for peaceful cooperation may never come again. But why, some say, the moon? Why choose this as our goal? And they may well ask why climb the highest mountain? Why, 35 years ago, fly the Atlantic?

7 We choose to go to the moon. 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, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win, and the others, too.

8 It is for these reasons that I regard the decision last year to shift our efforts in space from low to high gear as among the most important decisions that will be made during my incumbency in the office of the Presidency.

9 Within these last 19 months at least 45 satellites have circled the earth. Some 40 of them were "made in the United States of America" and they were far more sophisticated and supplied far more knowledge to the people of the world than those of the Soviet Union.

10 The Mariner spacecraft now on its way to Venus is the most intricate instrument in the history of space science. The accuracy of that shot is comparable to firing a missile from Cape Canaveral and dropping it in this stadium between the the 40-yard lines.

Excerpts from *President John F. Kennedy's Speech* 2

11 To be sure, we are behind, and will be behind for some time in manned flight. But we do not intend to stay behind, and in this decade, we shall make up and move ahead.

12 To be sure, all this costs us all a good deal of money. Space expenditures will soon rise some more, from 40 cents per person per week to more than 50 cents a week for every man, woman and child in the United States, for we have given this program a high national priority—even though I realize that this is in some measure an act of faith and vision, for we do not now know what benefits await us.

13 But if I were to say, my fellow citizens, that we shall send to the moon, 240,000 miles away from the control station in Houston, a giant rocket more than 300 feet tall, the length of this football field, made of new metal alloys, some of which have not yet been invented, capable of standing heat and stresses several times more than have ever been experienced, fitted together with a precision better than the finest watch, carrying all the equipment needed for propulsion, guidance, control, communications, food and survival, on an untried mission, to an unknown celestial body, and then return it safely to earth, re-entering the atmosphere at speeds of over 25,000 miles per hour, causing heat about half that of the temperature of the sun—almost as hot as it is here today—and do all this, and do it right, and do it first before this decade is out—then we must be bold.

14 Many years ago the great British explorer George Mallory, who was to die on Mount Everest, was asked why did he want to climb it. He said, "Because it is there."

15 Well, space is there, and we're going to climb it, and the moon and the planets are there, and new hopes for knowledge and peace are there. And, therefore, as we set sail we ask God's blessing on the most hazardous and dangerous and greatest adventure on which man has ever embarked.

16 Thank you.

Excerpts from *President John F. Kennedy's Speech* 3

In My Opinion: Let's Go Ahead, Not Back

by Naomi Pinto

1 The last time human beings set foot on the moon was in 1972. The Soviet Union landed an uncrewed spacecraft on the moon in 1976. China landed a robot rover on the moon in 2013. Is it time for human space explorers to return? I say no.

2 We like to look back on the Apollo moon-travel missions as a huge success that thrilled Americans and the world. In fact, most Americans were not big supporters of the race to the moon. The first moon landing in 1969 was the most popular mission. But even that one was approved by just over half of the nation. A major reason for disapproval was money. Back then, as today, people wanted their government to spend money wisely. Why spend billions of dollars for moon rocks, citizens asked, when we need safer cities, better schools, and cures for diseases? According to a later calculation by the National Aeronautics and Space Administration (NASA), the total cost of the Apollo missions was more than \$25 billion. (That would be like spending more than \$170 billion today.) That money might have been put to good use on important projects back on Earth.

3 The main reason for landing American astronauts on the moon was political. The United States and the Soviet Union were facing off around the world. The space race was one more way to show who was boss. That reason is no longer valid. Space exploration is for all nations now. Today, space agencies often cooperate on missions, sharing expertise and costs.

4 The purpose of space exploration is scientific understanding. And we do not need to gain that understanding from human space explorers. The robot rovers on Mars are teaching us what that planet is made of. The Hubble Space Telescope has shown us a universe beyond imagination. The European Space Agency delivered a lander on a comet for the very first time. A spacecraft completed a nine-year journey to bring distant Pluto into focus. These are the kinds of explorers we should be spending our money on. Let's not look back. Let's keep going, into the future.