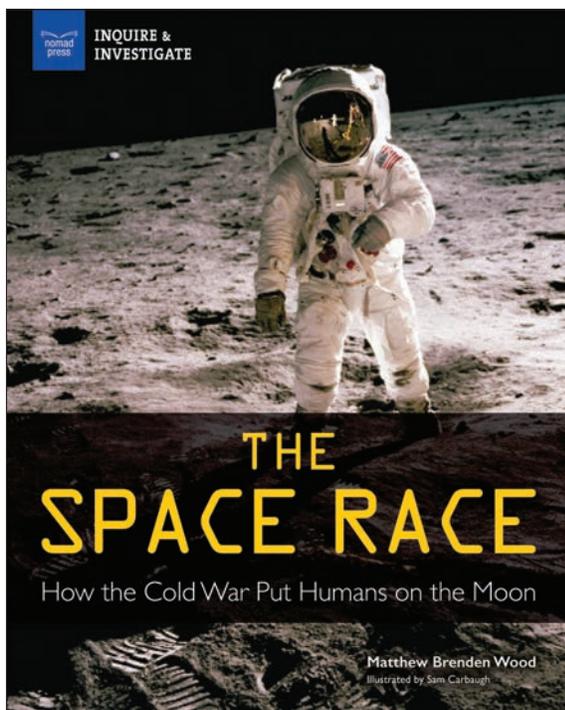

CLASSROOM GUIDE

Including Essential Questions and Common Core Connections

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ESSENTIAL QUESTIONS TO ASK

KEY VOCABULARY

adversary, ballistic missile, censorship, engineering, ingenious, Lunar Module, Sputnik, STEM

BEFORE READING

1 Establish Background Knowledge

- What do you already know about the Cold War and the Space Race? What do you know about the first mission to land on the moon?
- What are countries and individuals doing today to continue the exploration of space?
- How are today's space programs different from space programs of the 1950s and '60s?

2 Skill Introduction

- What do you do when you come to a word or phrase you do not know?
- How do maps and primary sources help readers understand what is happening in the stories?

CCC: CCSS.ELA-Literacy.SL.7.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

DURING READING

1 Check for Understanding

- What happens when politically divided countries find common interests in the sciences or arts? Can you think of examples of this today?
- How might the Space Race have been different if German engineers had surrendered to the Russians instead of the Americans at the end of World War II?
- How did the Russian Revolution lead to the state of communism in the Soviet Union?
- Are there any moral arguments about sending animals into space?

CCC: CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.



Watch original 'live' news coverage of the moon landing from CBS!
<https://www.youtube.com/watch?v=E96EPHqT-ds>



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ESSENTIAL QUESTIONS TO ASK

AFTER READING

1 Summary and Expansion

- a How might the vision of Earth from space change a person's perception of our planet?
- b How did secrecy play a part in the Space Race?
- c Is there currently competition between nations, or do they mostly cooperate? Is there still a "space race" happening today?
- d Do you think another exploration competition similar to the Space Race could happen today? Why or why not?
- e What happens when politically divided countries find common interests in the sciences or arts? Can you think of examples of this today?
- f The early astronauts had to request larger windows in their space capsules. Why do you think engineers didn't think of this in the initial designs?
- g Do you think gender equality is better today than it was in the United States in the 1960s?

CCC: CCSS.ELA-Literacy.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCC: CCSS.ELA-Literacy.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CCC: CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

COMMON CORE CONNECTIONS

Grade: 7 Language CCSS.ELA-Literacy.L.7.3,4,4a,4b,4c,4c,5,5c,6

Grade: 6-8 History/Social Studies CCSS.ELA-Literacy.RH.6-8.1,2,3,4,5,6,7,8,9,10

Grade: 7 Speaking & Listening CCSS.ELA-Literacy.SL.7.1,1a,1c,1d,2,3,4,5,6

Grade: 7 Writing HST CCSS.ELA-Literacy.WHST.6-8.1,2,4,6,7,8,9,10



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COMMON CORE CONNECTIONS

Grade: 7 Language

CCSS.ELA-Literacy.L.7.3,4,4a,4b,4c,5,5c,6

3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade: 6-8 History/Social Studies

CCSS.ELA-Literacy.RH.6-8.1,2,3,4,5,6,7,8,9,10

1 Cite specific textual evidence to support analysis of primary and secondary sources.

2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

8 Distinguish among fact, opinion, and reasoned judgment in a text.

9 Analyze the relationship between a primary and secondary source on the same topic.

10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.



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COMMON CORE CONNECTIONS

Grade: 7 Speaking & Listening

CCSS.ELA-Literacy.SL.7.1,1a,1c,1d,2,3,4,5,6

- 1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - 1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - 1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - 1d Acknowledge new information expressed by others and, when warranted, modify their own views.
- 2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- 3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- 4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- 5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- 6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)

Grade: 7 Writing HST

CCSS.ELA-Literacy.WHST.6-8.1,2,4,6,7,8,9,10

- 1 Write arguments focused on discipline-specific content.
- 2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- 7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 9 Draw evidence from informational texts to support analysis, reflection, and research.
- 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



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Inquire & Investigate

VOCAB LAB

Write down what you think each word means.

What root words can you find to help you?

What does the context of the word tell you?

Cold War, engineering, lunar, orbit, satellite, science fiction, Space Race, and technology.

Compare your definitions with those of your friends or classmates. Did you all come up with the same meanings? Turn to the text and glossary if you need help.

FIRST PERSON ACCOUNT

The Cold War and Space Race were very important events in history. People around the world lived through the struggle between the United States and the Soviet Union, and millions tuned in to witness humanity's first steps on a different world. Do you know someone that lived through these events?

• **Interview a family member or friend who experienced the Cold War and Space Race up close.** Questions to consider include:

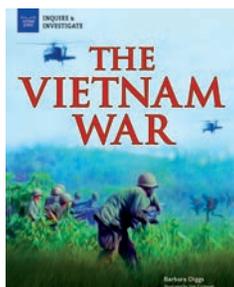
- How was living through the Cold War different from today?
- Did it effect their everyday lives?
- Were they ever afraid during the Cold War? Why or why not?
- Did they watch the moon landing? How did they and their friends and families react?
- How did it feel to watch such an important moment in human history? Did they know how special it was at the time?

To investigate more, present their story however you think best represents their experience. You could write an essay, create a presentation, film a documentary—it's up to you!

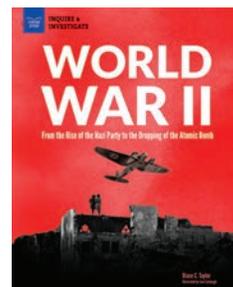
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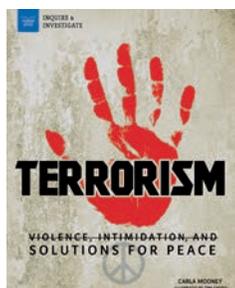
Author: Carla Mooney



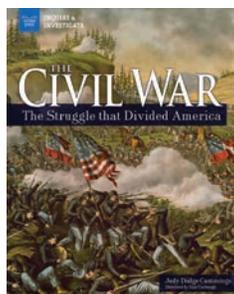
Author: Barbara Diggs



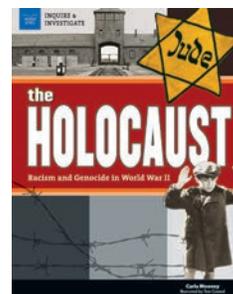
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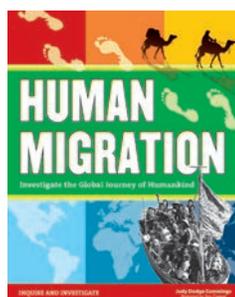
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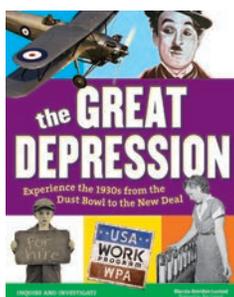
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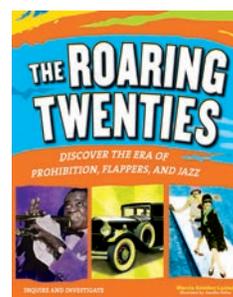
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