

Man on the Moon

by Anna-Maria Crum

Summary

In 1969, Neil Armstrong and Buzz Aldrin walked on the moon for the first time. This title combines a personal memoir with factual information about this historic event.

Features of the Text

- Memoir
- Combination of first-person and third-person narrative
- Specialized vocabulary – *satellite, sputnik, space industry, command module, lunar module, service module, gravity, communication devices*
- Fact boxes
- General information about growing up in the 1960s

Purpose

Man on the Moon can be used to introduce and reinforce the following skills:

- S** identifying the features of a memoir;
- S** analyzing a text to identify the author's point of view.

The Guided Reading Lesson

- S** Identifying the features of a memoir
- S** Analyzing a text to identify the author's point of view

Introducing the text

Ask the students what they know about *Apollo 11*'s mission to the moon in 1969. Record their responses on the board, then list any ideas that the students have about life in the 1960s.

- What do you think kids did for fun?
- What do you think our community was like then?

Explain to the students that this story includes a memoir (memories of a particular time or event). Discuss the features of a memoir (the story of all or part of a person's life, events usually sequenced in time, author bias or interpretation, a combination of fact and opinion).

Reading and discussing the text

Ask the students to read to the end of page 5 and to identify where the memoir begins (page 3).

- Whose perspective is this story told from?
- What do you know about Rich Barry?

Discuss the way this story includes a combination of facts, opinions, and personal information. Another person recalling or writing a memoir about the *Apollo 11* mission may include the same facts but will have different opinions and personal information.

Ask the students to read to the end of page 11 and to identify the factual information. When they have finished reading, discuss this information.

- How did you recognize the factual information?
- What opinions have you identified in the story so far?

The students can now read to the end of the text.

- What influence did the Space Age have on technology?
- Do you think Rich Barry was impressed by the *Apollo 11* mission? Why?
- How might this story be different if it was written by someone who thinks space exploration is a waste of time and money?



Following Up

The students can:

- use the blackline master on page 21 to write about an event, using a combination of fact and opinion
- interview someone who was alive in 1969 to find out about their life during the Space Age, including their views on the *Apollo 11* mission
- use a variety of resources to research one example of a "Space-Age spin-off"
- use a Venn diagram to compare Rich Barry's life in the 1960s with their life in the 2000s.