

Read the article “First Journey to the Moon” before answering Numbers 1 through 5.

## First Journey to the Moon

“This nation should commit itself to achieving the goal, before this decade is out, of landing a man on the moon.” President John F. Kennedy made that pledge in 1961. That gave Americans less than nine years to reach the moon. What a challenge!

The country’s space program needed to learn a lot more about space. A spacecraft needs to be launched at a very fast speed, and scientists worked at designing powerful rockets to solve the problem. They built rockets that could blast a spacecraft fast and far. Astronauts need to be able to breathe, eat, sleep, and work in space. Scientists worked at designing a spacecraft to meet these needs. They succeeded in building a spacecraft in which astronauts could live safely.

In the meantime, astronomers studied the moon. They knew the lunar surface was covered with dust, and some thought it might be so thick that a spacecraft would sink and be buried in it. Space probes were sent to the moon to take pictures and explore it.

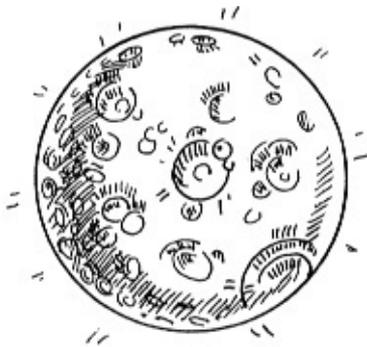
Astronauts were carefully selected and trained. The scientists chose test pilots to be astronauts because test pilots know how to control a complicated aircraft. They are also very brave. The astronauts had to learn how to live in space with no gravity.

Then the space program was ready to send astronauts into space. First, an astronaut was sent into space in a rocket. He came back down in a small craft that landed in the ocean. The next step was for an astronaut to orbit, or circle around, Earth. Soon, more manned space flights took place. Some sent astronauts to orbit the moon. They did not land, but instead, they inspected the moon’s surface and took photos. One crew looked for a safe place where a spacecraft might set down on the moon.

Finally, on July 16, 1969, a space flight called *Apollo 11* blasted off from Earth. Three astronauts were inside: Neil Armstrong, Buzz Aldrin, and Michael Collins. For more than three days, the men and their spacecraft drifted toward the moon before they orbited around it.

On July 20, Armstrong and Aldrin entered a small lunar lander called the *Eagle*. The *Eagle* left the main craft and began to descend to the moon's surface. Armstrong did not like the looks of the planned landing spot. It did not seem level enough. But Armstrong kept a cool head. He took control of the computer, chose another spot, and landed the *Eagle* safely. Then, inside the *Eagle*, the two astronauts ate the first meal ever on the moon.

A little while later, millions of spectators on Earth watched on TV. They saw Neil Armstrong walk down the ladder of the *Eagle* in his big spacesuit. His foot touched the dusty lunar surface. "That's one small step for a man; one giant leap for mankind," he said. The goal of putting a man on the moon had been reached eight years after President Kennedy's pledge.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Now answer Numbers 1 through 5. Base your answers on “First Journey to the Moon.”

- 1 This question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which sentence explains the **main** problem facing America’s space program after President Kennedy’s challenge?

- (A) There were not enough scientists.
- (B) Few people wanted to be astronauts.
- (C) They had more than nine years to do it.
- (D) They did not know a lot about space travel.

**Part B:** Which sentence from the article **best** supports your answer in part A?

- (A) “That gave Americans less than nine years to reach the moon.”
- (B) “The country’s space program needed to learn a lot more about space.”
- (C) “They built rockets that could blast a spacecraft fast and far.”
- (D) “Astronauts were carefully selected and trained.”

**2** Read the sentence from the article.

They knew the lunar surface was covered with dust, and some thought it might be so thick that a spacecraft would sink and be buried in it.

The root of lunar is *luna*, which means “moon.” What does this sentence refer to?

- (A)** watching planets
- (B)** landing on the moon
- (C)** discovering the moon
- (D)** traveling between planets

**3** Arrange the events from the passage in the correct sequence. Write the sentences in the correct order in the chart below.

<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	

**Events:**

An astronaut orbits Earth.

An astronaut is sent into space in a rocket.

Astronauts orbit the moon and take photos.

The space program is ready to send astronauts into space.

**GO ON →**

4 Astronauts faced a problem in the lunar lander when they were about to land on the moon. Pick **two** sentences that explain how they solved this problem.

- (A) The lunar lander left the main craft.
- (B) The landing spot did not seem to be level.
- (C) One astronaut did not like the landing site.
- (D) The other astronaut found another landing site.
- (E) The astronauts landed the lunar lander on the new site.
- (F) The astronauts ate a meal after touching down on the moon.

5 Read the sentence from the article.

A little while later, millions of spectators on Earth watched on TV.

The root of spectators is *spect*, which means “to look at.” What are spectators?

- (A) people who watch something
- (B) people who are often watched
- (C) people who do not see anything
- (D) people who like to look at themselves

Read the article “Early Sailors” before answering Numbers 6 through 10.

## Early Sailors

Imagine you are sailing on a wooden ship long, long ago. The sky is darkening and the wind is howling. Huge ocean waves are swelling around you. The ship rocks up and down, side to side, and you see nothing but water in all directions.

Sailors long ago were brave. Many did not even know that the Earth was round. Some thought it was flat, and they feared they could sail off the edge. Others thought horrible creatures lurked in the sea. The ocean was a spectacle that held many dangers. Yet these nautical travelers explored new lands and brought goods to trade and sell. How did they manage to sail the world’s waters successfully?

One tool they used was astronomy. For hundreds of years, people had studied the stars. They mapped the stars’ positions and movements in the sky. With this knowledge, sailors could use an instrument called an *astrolabe* to help them figure out their ship’s location. An astrolabe measured the positions of the sun and other stars above Earth. Suppose an astrolabe measured a certain star in a particular position. Then sailors would know how far north or south they were. If they measured the star in a different position later, they would know the direction they had traveled.

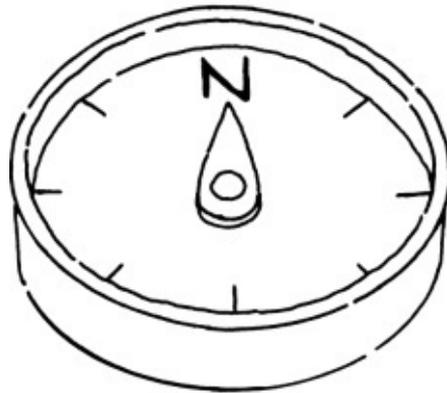
How could sailors know which direction they were sailing during the day? One instrument they used was a *compass*, which points to the direction north. A very early compass was made of a magnet on a straw or cork that floated in a bowl of water. The magnet would turn so that it pointed north. If sailors knew which direction was north, they could also tell where south, east, and west lay. They could steer their ship in the right direction.

**GO ON →**

Long ago, ships were not fueled by oil or coal, but rather they depended on wind power. Tall, wide sails would catch the wind, helping to move a ship along. Without wind, moving a ship was difficult. Early sailors noticed that certain areas of the ocean often have winds and they often blow in the same direction. They drew maps and made charts that showed these wind patterns. These tools helped sailors steer their ship to where the wind was blowing in the direction they wanted to travel.

Some of these winds are strong and steady. They blow the ocean water as well. The water flows in the direction that the winds blow. These flows of water are like giant rivers in the ocean called *currents*. Early sailors rode their ships on these currents, which carried them to where they wanted to go.

One tool used by sailors had a very special purpose. A brave sailor would climb a tall mast up to a small platform so high that it was called a *crow's nest*. Swaying back and forth, high above the ship's deck, the sailor would then peer through a telescope. The crew would wait for his shout: "Land ho!" After their many weeks at sea, land was truly a sight for sore eyes.



Now answer Numbers 6 through 10. Base your answers on “Early Sailors.”

- 6 Read the sentence from the article.

Yet these nautical travelers explored new lands and brought goods to trade and sell.

The root of nautical is *naut*, which means “ship” or “sailor.” What is a nautical traveler?

- (A) someone who travels alone
- (B) someone who travels on land
- (C) someone who travels by water
- (D) someone who travels with others

- 7 This question has two parts. First, answer part A. Then, answer part B.

**Part A:** What inference can be made about the third and fourth paragraphs of the article?

- (A) They tell how sailors used instruments to solve problems.
- (B) They sequence events related to sailors long ago.
- (C) They show the causes and effects of sea travel.
- (D) They compare how people traveled long ago.

**Part B:** Which sentence from the article **best** supports your answer in part A?

- (A) “For hundreds of years, people had studied the stars.”
- (B) “They mapped the stars’ positions and movements in the sky.”
- (C) “How could sailors know which direction they were sailing during the day?”
- (D) “One instrument they used was a *compass*, which points to the direction north.”

**GO ON →**

- 8 This question has two parts. First, answer part A. Then, answer part B.

**Part A:** Read the sentence from the article.

With this knowledge, sailors could use an instrument called an astrolabe to help them figure out their ship's location.

The root of astrolabe is *astro*, which means "star." What does this suggest about the astrolabe?

- (A) It was used at night.
- (B) It was used in airplanes.
- (C) It was used during the day.
- (D) It was used only a few times.

**Part B:** Which other words have the **same** root as the word astrolabe? Pick **two** choices.

- (A) artist
- (B) assignment
- (C) astronaut
- (D) astronomy
- (E) labor
- (F) laboratory

- 9 How are the ideas in the fifth and sixth paragraphs connected?
- (A) by comparing the different tools sailors used
  - (B) by listing the different types of wind patterns
  - (C) by explaining how the sailors used wind power to sail
  - (D) by telling the order sailors followed their maps and charts
- 10 Draw a line to match the problem from the passage on the left with the solution on the right.

**Problem**

Sailors did not know which direction their ship was moving.

Sailors did not have motors or fuel to power their ship.

Sailors needed to be able to spot land from far away.

**Solution**

Sailors used a crow's nest to look out across the sea.

Sailors used the compass to guide them across the sea.

Sailors learned to steer their ship based on wind patterns.



