

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

# Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

**Directions:** Follow the prompts below to explore the central ideas and supporting details in "Disaster in Space."

**1. Reread the section "Something Unexpected." Which statement below BEST expresses a central idea of this section?**

- Ⓐ There were dozens of successful space missions in the 1960s.
- Ⓑ The Vietnam War was happening during the 1970s.
- Ⓒ Americans lost interest in space exploration after the moon landing in 1969.
- Ⓓ Six hundred million people watched Neil Armstrong take his first step on the moon.

**2. Read the central idea of the section "A Space Race," stated in the box below. Then read the details from the article listed under it. Which detail does NOT support the central idea?**

**Central Idea:**  
**The space race between the Soviet Union and the U.S. led to many advancements in space exploration.**

**Detail 1:** "They [NASA's scientists and engineers] perfected rockets powerful enough to blast out of Earth's orbit." (p. 7)

**Detail 2:** "Over the next decade, the U.S. and Russia sent dozens of men into space; most came back alive and well." (p. 7)

**Detail 3:** "They [NASA's scientists and engineers] designed new aircrafts and developed cutting-edge technologies." (p. 7)

**Detail 4:** "There were tragic accidents, though, like the deaths of three Apollo 1 astronauts in a launch-pad fire in 1967." (p. 7)

I chose \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

- 3. Read the details from the section "Scanning the Sky" listed below. In the box, write a central idea that these details support.**

**Central Idea:**

**Detail 1:** "Now they would do everything in their power to bring the astronauts home." (pp. 8-9)

**Detail 2:** "To clean the toxic air, the engineers designed a fix for the air filters using materials on board—cardboard from the flight manual, duct tape, and tubing from extra spacesuits." (p. 9)

**Detail 3:** "To correct the spacecraft's position, they instructed the astronauts to fire the engine in short bursts." (p. 9)

- 4. Consider the central idea of the whole article that is stated in the box below. We wrote one detail from the article that supports this idea. Write two more supporting details in the space provided.**

**Central Idea:**

**The Apollo 13 mission was an example of the power of teamwork and resourcefulness.**

**Detail 1:**

"Soon, both Kranz's team and the astronauts had come up with the same idea: to use the LEM as a lifeboat." (p. 9)

**Detail 2:**

**Detail 3:**

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

# Central Ideas and Details

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(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

**Directions:** Follow the prompts below to explore the central ideas and supporting details in "Disaster in Space."

**1. Read the central idea of the section "Scanning the Sky" stated in the box below. Then check the boxes next to THREE details that help support this central idea.**

**Central Idea:**

**The engineers at NASA played an important role in getting the Apollo 13 astronauts home safely.**

- ☐ A. When the LEM kept veering off course, the NASA engineers instructed the astronauts to fire the engine in short bursts to correct the LEM's position.
- ☐ B. When they faced a disaster, the Apollo 13 astronauts did not panic.
- ☐ C. Onboard the LEM, the Apollo 13 astronauts turned off all noncritical systems to save power.
- ☐ D. The engineers at NASA barely slept as the Apollo 13 crew journeyed back to Earth.
- ☐ E. When the LEM's air filters broke, the NASA engineers came up with a fix that the astronauts could create using materials on board.

**2. Read the details below. In the box, complete the central idea that these details support.**

**Central Idea:**

**The explosion on the Apollo 13 spaceship \_\_\_\_\_.**

**Detail 1:** "Within minutes, half their oxygen supply had bled out and the ship's power was draining fast." (p. 5)

**Detail 2:** "Predictions were grim. Few believed the astronauts would survive." (p. 8)

**Detail 3:** "Apollo 13 was supposed to be a research mission to the moon. Now it would be a fight for survival hundreds of thousands of miles from Earth." (p. 6)

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

# Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.

It does not include irrelevant details or the opinions of the person writing it.

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**Directions:** Answer the questions below to help you write an objective summary of "Disaster in Space."

**1.** What historic event does the article describe?

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**2.** Who is the article mainly about? (It can be an individual or a group of people.)

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**3.** What problem did the main person(s) face?

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**4.** How does the main person(s) overcome these problems?

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**5.** What happens after the problems are solved?

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**Directions:** Your turn! Write an objective summary of “Disaster in Space.” You can use the information in your answers from questions 1-6 in any order. Most of the information from your answers should be included in your summary, but leave out any details you find unnecessary.

## Summary of “Disaster in Space”

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

# Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.

It does not include unimportant details or the opinions of the person writing it.

**Directions:** Follow the prompts in the margins to complete the summary of "Disaster in Space."

On April 13, 1970, the *Apollo 13* spaceship and its crew blasted off into space.

They were headed \_\_\_\_\_. After

55 hours and 53 minutes, \_\_\_\_\_

\_\_\_\_\_

The explosion caused \_\_\_\_\_

\_\_\_\_\_. The astronauts and NASA's Mission Control engineers quickly came up with a plan. The astronauts would move into the LEM, which \_\_\_\_\_

\_\_\_\_\_, until they approached Earth. Then they would \_\_\_\_\_

\_\_\_\_\_. However, the astronauts' problems were far from over; on the LEM, \_\_\_\_\_

\_\_\_\_\_. But Mission Control and the astronauts worked together and successfully solved each problem. Against all odds, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What ..... happened on the spacecraft?

4. Why ..... did they decide to move into the LEM?

6. What ..... problems did the astronauts encounter on the LEM?

1. Where was the spacecraft going?

3. What problem did the explosion cause?

5. How would the astronauts reach Earth?

7. What happened to the astronauts?

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

# Exploring Mood

Mood is the feeling you get from reading a piece of writing. Another way to describe mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you “walk into” a story, it too has an atmosphere that creates a feeling. Writers create mood through word choice, imagery, dialogue, setting, and plot.

In this activity, you will consider the mood of a passage from “Disaster in Space” by Lauren Tarshis. Here is the passage, which is from page 6 in the section “A Mission to the Moon”:

Two days earlier, Apollo 13 had blasted off from Florida’s Kennedy Space Center. Lovell, Haise, and Swigert were strapped inside their small spacecraft, which was perched atop a 360-foot-tall rocket packed with millions of pounds of explosive fuel.

*Five, four, three, two, one . . .*

With a deafening roar and a brilliant flare of fiery gas, the rocket catapulted Apollo 13 into the sky. It streaked through the air at 24,000 miles per hour—14 times the speed of a bullet. The force strained the astronauts’ hearts. It stretched back the skin on their faces until it seemed the skin would rip away from their skulls. The men felt as though their bones might shatter.

But this was all normal. In fact, the launch was just about perfect.

Soon the astronauts had left Earth and were cruising toward their destination. Their mission was to land on the moon and explore a hilly section called Fra Mauro. They were to gather samples of the moon’s sandy dirt and 4-billion-year-old rocks.

First, though, the astronauts had to get there.

Here are two words that could be used to describe the mood of the passage:

**intense, dangerous**

Now let’s look at what creates this mood.

## The Situation

One thing that makes the mood intense and dangerous is the situation—in other words, what happens.

**1. In 1-2 sentences, summarize what Tarshis describes in the passage above.**

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### Descriptive Details

It's not just the situation that gives the passage an intense, dangerous mood. The way Tarshis brings the situation to life also helps to create the mood. Let's take a look at some of her descriptive details.

**2. Sentences:** "Lovell, Haise, and Swigert were strapped inside their small spacecraft, which was perched atop a 360-foot-tall rocket packed with millions of pounds of explosive fuel. *Five, four, three, two, one. . .*"

**Below are two ways that the sentences above create a feeling of intensity and danger. Complete the sentence in (C) to explain a third way.**

**A.** When Tarshis describes "a small spacecraft, perched atop the 360-foot-tall rocket," she creates an image of the spacecraft as tiny and fragile. It doesn't sound like the astronauts are well-protected from the powerful rocket below them.

**B.** The liftoff countdown ("*Five, four, three, two, one . . .*") draws out the moments before the ship blasts off. This creates suspense and tension, which increases the intensity and the feeling of danger.

**C.** When Tarshis describes the rocket as being "packed with millions of pounds of explosive fuel," readers understand \_\_\_\_\_

**3. Sentence:** "With a deafening roar and a brilliant flare of fiery gas, the rocket catapulted Apollo 13 into the sky."

**Look at all the descriptive adjectives, verbs, and nouns in that sentence! Below is one way that Tarshis's words create a feeling of intensity and danger. Write one more way.**

**A.** When Tarshis writes "with a deafening roar," the reader can imagine how intense the sound was as the ship lifted off.

**B.** \_\_\_\_\_

**4. Sentence:** "It stretched back the skin on their faces until it seemed the skin would rip away from their skulls."

**Write one way this sentence helps create an intense and dangerous mood.**

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5. Find one more sentence from anywhere in the passage that helps create a mood of intensity and/or danger. Write it in the space provided. Then write two ways it helps create a mood of intensity and/or danger.

Sentence: \_\_\_\_\_  
\_\_\_\_\_

How this sentence helps create a mood of intensity and/or danger:

A. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

# Exploring Mood

Mood is the feeling you get from reading a piece of writing. Another way to describe mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you "walk into" a story, it too has an atmosphere that creates a feeling. Writers create mood through word choice, imagery, dialogue, setting, and plot.

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*Five, four, three, two, one . . .*

With a deafening roar and a brilliant flare of fiery gas, the rocket catapulted Apollo 13 into the sky. It streaked through the air at 24,000 miles per hour—14 times the speed of a bullet. The force strained the astronauts' hearts. It stretched back the skin on their faces until it seemed the skin would rip away from their skulls. The men felt as though their bones might shatter.

But this was all normal. In fact, the launch was just about perfect.

Soon the astronauts had left Earth and were cruising toward their destination. Their mission was to land on the moon and explore a hilly section called Fra Mauro. They were to gather samples of the moon's sandy dirt and 4-billion-year-old rocks.

First, though, the astronauts had to get there.

Here are two words that could be used to describe the mood of the passage:

intense, dangerous

Now let's look at what  
creates this mood.

### The Situation

One thing that makes the mood intense and dangerous is the situation—in other words, what happens.

1. In 1-2 sentences, summarize what Tarshis describes in the passage from page 6 of the article.

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### Descriptive Details

It’s not just the situation that gives the passage an intense and dangerous mood. The way Tarshis brings the situation to life also helps to create the mood. Let’s take a look at some of her descriptive details.

2. **Sentences:** “Lovell, Haise, and Swigert were strapped inside their small spacecraft, which was perched atop a 360-foot-tall rocket packed with millions of pounds of explosive fuel. *Five, four, three, two, one . . .*”

Check the TWO statements that best explain how the sentences above create a feeling of danger.

- ☐ A. The liftoff countdown (“*Five, four, three, two, one . . .*”) draws out the moments before the ship blasts off. This creates suspense and tension, which increases the intensity and the feeling of danger.
- ☐ B. Tarshis writes that the fuel tank was completely full. This creates a feeling of danger.
- ☐ C. When Tarshis describes “a small spacecraft . . . perched atop the 360-foot-tall rocket,” she creates an image of the spacecraft as tiny and fragile. It doesn’t sound like the astronauts are well-protected from the powerful rocket below them.

3. **Sentence:** “With a deafening roar and a brilliant flare of fiery gas, the rocket catapulted Apollo 13 into the sky.”

Check the TWO statements that best explain how Tarshis’s word choice in this sentence creates a mood of either intensity or danger.

- ☐ A. Tarshis’s use of “catapulted” to describe the rocket sending Apollo 13 into the air causes readers to imagine the feeling of being shot into space with great force and power—a very intense and perhaps frightening feeling.
- ☐ B. When Tarshis writes “with a deafening roar,” the reader can imagine how intense the sound was as the ship lifted off.
- ☐ C. Tarshis includes the name of the spaceship—Apollo 13—in her description. This creates a feeling of danger.

- 4. Sentence:** "It stretched back the skin on their faces until it seemed the skin would rip away from their skulls."

**Write one statement explaining how this sentence creates a feeling of intensity and/or a feeling of danger.**

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

# Exploring Text Features

Authors use text features to bring attention to important details. In a nonfiction article, text features include titles, subheadings, photos, captions, charts, and maps.

**Directions:** Answer the questions below to help you explore the text features in "Disaster in Space."

1. Read the headline and look at the image on pages 4-5. What mood do the title and image create?

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2. Consider the caption "The Astronauts" on page 7. What does the information in this caption contribute to the article?

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3. **A.** Study the image and caption titled "The Agonizing Wait" on pages 8-9. What can you infer about how the people in the photograph were feeling? Explain your answer.

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- B.** Into which section of the article would the information in the caption best fit? Explain your answer.

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4. The section called "Scanning the Sky" discusses the many challenges faced by the astronauts. What would be another appropriate subheading for this section? Explain your answer.

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

# Exploring Text Structures

"Text structure" is the term for how an author organizes information. Authors use different text structures to achieve different purposes, and one piece of writing often has multiple text structures.

**Directions:** Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "Disaster in Space."

1. The author uses **description** in the section "A Mission to the Moon." What is the author describing?

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2. A. In the section "Something Unexpected," the author explains why many Americans lost interest in space travel. Circle the text structure she used to do this.

**problem and solution**      **cause and effect**

- B. Explain how you know, using evidence from the text.

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## **Description or List**

Includes details to help you picture or get to know a person, a place, a thing, or an idea

## **Cause and Effect**

Explains *why* something happened (cause) and *what* happened as a result (effect)

## **Problem and Solution**

Presents a problem and explains how it is solved

## **Compare and Contrast**

Presents the similarities and/or differences between two items, such as a pair of events, time periods, ideas, or places

## **Sequence of Events**

Describes events in the order in which they happen (also called chronological order)

- 3.** The section "Scanning the Sky" presents solutions to the problems the Apollo 13 astronauts encountered during their mission. Write two problem-solution pairs below.

Problem 1: \_\_\_\_\_

\_\_\_\_\_  
Solution 1: \_\_\_\_\_

\_\_\_\_\_  
Problem 2: \_\_\_\_\_

\_\_\_\_\_  
Solution 2: \_\_\_\_\_

- 4. A.** *In* the last section, "Free Fall to Earth," the author describes the events of the morning of April 17, 1970. Which text structure does she use?

\_\_\_\_\_

**B.** Explain how you know, using evidence from the text.

\_\_\_\_\_

**C.** The mood of this section is suspenseful. How does the text structure you identified help the writer create suspense?

\_\_\_\_\_

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

# A Successful Failure

**Directions:** Read "Disaster in Space" in the December 2016/January 2017 issue of *Scope*. Then answer the questions below. Be sure to include the page numbers for where you found your information. You can use your answers to help you respond to the writing prompt on page 10.

1. What was the purpose of the Apollo 13 mission? In other words, what did the astronauts go into space to do?

2. What caused this mission to fail?

3. After the explosion aboard the Apollo 13 spacecraft, the astronauts and the engineers at Mission Control had a new goal. What was it?

4. What challenges did the astronauts and engineers face in trying to achieve their new goal?

5. What did the astronauts and engineers do that helped them achieve their new goal?

6. Now summarize what you wrote above by completing the following sentence:

**Perhaps Apollo 13 was called a "successful failure" because . . .**



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

# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “Disaster in Space.” See *Scope’s* “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

### Before Reading Text Features, Inference

1. Read the **headline** and study the image on pages 4-5. What mood do they create?

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2. Look at the photos and read the **caption** at the top of page 7. Why do you think they were included?

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3. Study the photograph on page 10 and read the caption. What can you infer the astronauts were feeling when the photograph was taken?

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4. Read the **subheadings** in the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

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## During Reading

### Mood, Text Structure, Inference, Tone

5. According to information in the section “A Space Race,” what can you **infer** is the reason that the U.S. wanted to put a man on the moon in 1969?

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6. In the section “A Catastrophe,” there are two shifts in **mood**. Describe how the mood changes throughout the section.

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7. A. Check ( ☒ ) the statement that BEST describes the **text structure** (the way the author organizes information) of the section “Scanning the Sky.”

The author lists the problems the astronauts faced and explains how the problems were solved.

The author lists the ways the public reacted to the Apollo 13 explosion.

The author compares and contrasts the engineers’ knowledge and skills with the astronauts’.

- B. Explain how you know.

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8. Throughout the article, Lauren Tarshis uses an admiring **tone** when talking about the Apollo 13 astronauts. Find at least two examples of this and write them on the lines below.

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

# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “Disaster in Space.” See *Scope*’s “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

### Before Reading Text Features and Inference

1. Read the **headline** and study the image on pages 4-5. What **mood** do they create?

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2. Look at the photos and read the **caption** at the top of page 7. Why do you think they were included?

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3. Study the photograph on page 10 and read the caption. What can you infer the astronauts were feeling when the photograph was taken?

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4. Read the **subheadings** in the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

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## During Reading

### Mood, Text Structure, Inference, Tone

5. The section “A Mission to the Moon” describes the launch of Apollo 13 and explains that two days into the mission, everything seemed to be going perfectly. At the end of the section, the author writes, “There was no sign of the catastrophe to come” (p. 7).

**Mood** is the feeling the reader gets from a piece of writing. The sentence from page 7 creates a **mood** of

- Ⓐ foreboding.
- Ⓑ excitement.
- Ⓒ disappointment.

6. According to information in the section “A Space Race,” what can you **infer** is the reason that the U.S. wanted to put a man on the moon in 1969?

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7. **Text structure** is the term for how an author organizes information. The author uses a problem-and-solution text structure in the section “Scanning the Sky.” Explain how you can tell.

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8. **Tone** is the author’s attitude toward the subject matter or toward the reader or audience.

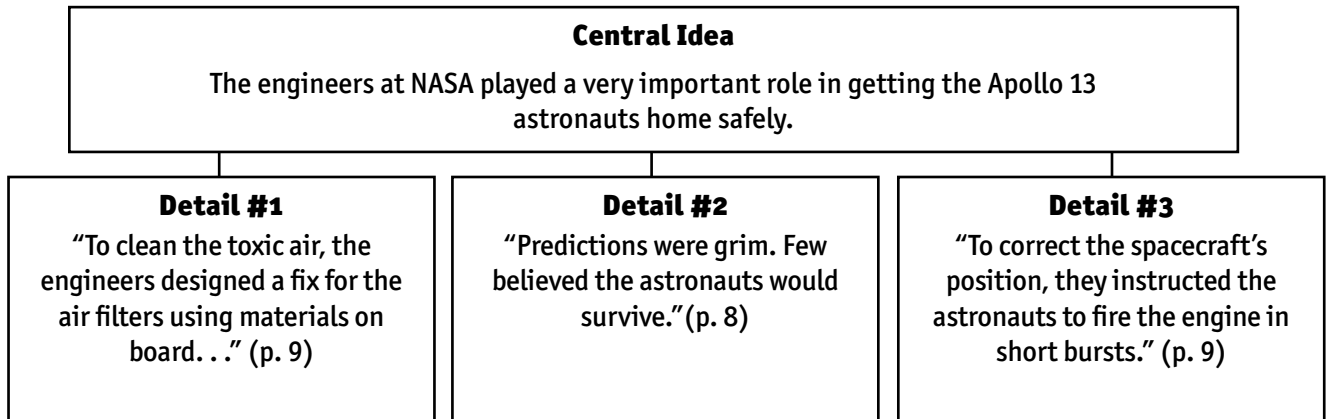
Throughout the article, Lauren Tarshis uses an admiring tone when talking about the Apollo 13 astronauts. Which of the following lines from the article BEST shows Tarshis’s admiration for the astronauts?

- Ⓐ “But if space travel was uncomfortable, Lovell, Haise, and Swigert never complained. They felt thrilled and honored to be on this mission. . .” (p. 6)
- Ⓑ “First, though, the astronauts had to get there.” (p. 7)
- Ⓒ “Meanwhile, on Earth, people crowded into churches to offer prayers for Apollo 13.” (p. 9)

## After Reading

### Central Idea/Details and Objective Summary

9. A. Below is a **central idea** of “Disaster in Space” and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.



- B. Briefly explain why the detail that you crossed out does NOT support the central idea above.

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10. An **objective summary** is a short statement or paragraph that tells what an article is about. Draw a line through the three sentences below that should definitely NOT be included in an objective summary of “Disaster in Space.”

- a. Gene Kranz must have been so relieved when the astronauts landed safely on Earth.
- b. On July 20, 1969, American astronaut Neil Armstrong became the first human to walk on the moon.
- c. Several days into the Apollo 13 mission, an explosion on the spacecraft drained it of power and oxygen.
- d. The engineers at Mission Control helped the Apollo 13 crew solve various problems that arose after the explosion.
- e. I would have been terrified if I had been on the spacecraft with the Apollo 13 astronauts.
- f. The *Odyssey* landed safely in the Pacific Ocean and the astronauts survived.

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

# Close-Reading Questions

## "Disaster in Space"

1. Consider the illustration, headline, and tag line on pages 4-5. What do they tell you?  
(text features)
2. What mood do the headline, tag line, and illustration create? What effect do they have on the reader? (text features, mood)
3. On page 6, author Lauren Tarshis writes that the journey to the moon “would not be a luxurious ride.” How does she support this statement? (supporting details)





# Critical-Thinking Questions

## "Disaster in Space"

1. Ingenuity is the quality of being clever and inventive. How was the Apollo 13 mission an example of the power of human ingenuity?
2. Tarshis writes that at the time of the Apollo 13 mission, many people were questioning the value of space exploration. Were those concerns justified?

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

Go to Scope  
Online to listen  
to the words  
and definitions  
read aloud!

# Vocabulary:

## "Disaster in Space"

**1. catapult (CAT-uh-puhlt)** *noun or verb*; A catapult is a device that hurls objects through the air. In ancient times, catapults were used to throw large stones or arrows at enemies.

The verb *catapult* can mean "to throw or launch something through the air" or "to be thrown or launched through the air." It can also mean "to quickly move up or ahead." For example, starring in a hit movie could catapult an actor's career.

**2. critical (CRIT-ih-kuhl)** *adjective*; This word has several meanings. It can mean "to have a negative opinion of" or "related to critics" (people who review things like books and movies). *Critical* can also mean "involving careful thought or judgment" (as in "critical thinking") or "at a very important moment or turning point" (as in "The team is at a critical point in the season"). Another meaning of critical is "absolutely necessary."

**3. dismal (DIZ-muhl)** *adjective*; If something is dismal, it is depressing, sad, and gloomy. In the photo below, a girl looks out the window at the dismal weather.

**4. lunar (LOO-ner)** *adjective*; *Lunar* means "related to the moon." A lunar landing is a landing on the moon. A lunar mission is a mission to the moon.

**5. monitor (MAHN-ih-tur)** *noun or verb*; A monitor is a device or a person who checks closely to see how something is doing. The verb *monitor* means "to watch or check on something over a period of time."

**6. orbit (OHR-bit)** *noun or verb*; An orbit is a path that one object in space takes around another one. In a year, the Earth travels around the sun once; the path that the Earth takes is its orbit.

As a verb, *orbit* means "to travel around something in a curved path." The Earth orbits the sun.

**7. satellite (SAT-uhl-lahyt)** *noun*; A satellite is a thing that orbits something larger than it. A satellite can be a natural object, such as a planet. A satellite can also be an object that humans have placed into orbit.

**8. vie (VAHY)** *verb*; To vie for something is to compete for it. In a race, runners vie for first place. Kids might vie for their parents' attention. The dogs in the photo below are vying for the ball.

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

## “Disaster in Space” Quiz

**Directions:** Read “Disaster in Space.” Then answer the questions below.

1. Which section of the article explains what caused the crisis described in the opening section?
  - Ⓐ “A Mission to the Moon”
  - Ⓑ “A Space Race”
  - Ⓒ “Something Unexpected”
  - Ⓓ “A Catastrophe”
2. According to the article, how did competition between Russia and the U.S. affect the development of space travel?
  - Ⓐ It pushed both countries to develop space travel technology more quickly.
  - Ⓑ It caused the U.S. to take unnecessary risks in early space travel.
  - Ⓒ It slowed down the advancement of space travel.
  - Ⓓ It caused Americans to lose interest in space travel.
3. Which line from the text best supports your answer to question 2?
  - Ⓐ “At the time, America and Russia (then part of the Soviet Union) were sworn enemies.” (p. 7)
  - Ⓑ “The countries were vying to become the most powerful nation on Earth.” (p. 7)
  - Ⓒ “Soon the two countries were racing toward a new goal: to put a human being in space.” (p. 7)
  - Ⓓ “Many Americans lost interest in space travel.” (p. 8)
4. At the time of the Apollo 13 mission, Americans’ interest in space travel was
  - Ⓐ low, because Neil Armstrong’s walk on the moon was a disappointment to many people.
  - Ⓑ low, because Americans were focused on issues like war and poverty.
  - Ⓒ high, because no one had ever landed on the moon before.
  - Ⓓ high, because people knew that Apollo 13 was an especially risky mission.
5. On page 8, author Lauren Tarshis writes, “These men knew Apollo 13’s systems better than they knew their own bedrooms.” What point is Tarshis making about the engineers?
  - Ⓐ They did not know Apollo 13’s systems well.
  - Ⓑ They knew Apollo 13’s systems very well.
  - Ⓒ They did not know their bedrooms well.
  - Ⓓ They worked so much that they rarely slept.
6. Tarshis wrote “Disaster in Space” mainly to
  - Ⓐ convince readers that we should stop sending people into space.
  - Ⓑ teach readers how to handle an accident aboard a spacecraft.
  - Ⓒ inspire and amaze readers with a story about human ingenuity and survival.
  - Ⓓ inform readers about the science of space travel.

### Constructed-Response Questions

**Directions:** Write your answers to the questions below on the back of this paper or type them up on a computer.

7. How does author Tarshis build tension in the section “Free Fall to Earth”? Support your answer with details from the text.
8. What does “Disaster in Space” teach us about how to react to an emergency? Explain, supporting your ideas with text evidence.

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

## “Disaster in Space” Quiz

**Directions:** Read “Disaster in Space.” Then answer the questions below.

1. The opening section of the article describes an emergency. Which section of the article explains what caused this emergency?
  - Ⓐ “A Mission to the Moon”
  - Ⓑ “A Space Race”
  - Ⓒ “Something Unexpected”
  - Ⓓ “A Catastrophe”
2. According to the article, how did competition between Russia and the U.S. affect space travel?
  - Ⓐ It sped up the progress of space travel.
  - Ⓑ It caused the U.S. to take dangerous risks in early space travel.
  - Ⓒ It slowed down the progress of space travel.
  - Ⓓ It caused Americans to lose interest in space travel.
3. Which line from the text best supports your answer to question 2?
  - Ⓐ “At the time, America and Russia (then part of the Soviet Union) were sworn enemies.” (p. 7)
  - Ⓑ “The countries were vying to become the most powerful nation on Earth.” (p. 7)
  - Ⓒ “Soon the two countries were racing toward a new goal: to put a human being in space.” (p. 7)
  - Ⓓ “. . . Many Americans lost interest in space travel.” (p. 8)
4. On page 8, author Lauren Tarshis explains that at the time of the Apollo 13 mission, Americans’ interest in space travel was low. Why was it low?
  - Ⓐ Americans thought Russia was too involved.
  - Ⓑ Americans were more focused on problems like war and poverty.
  - Ⓒ Americans didn’t think it was possible to walk on the moon again.
  - Ⓓ Americans were worried about the danger of the Apollo 13 mission.
5. On page 8, Tarshis writes, “These men knew Apollo 13’s systems better than they knew their own bedrooms.” Tarshis is saying that the engineers
  - Ⓐ did not know Apollo 13’s systems well.
  - Ⓑ knew Apollo 13’s systems very well.
  - Ⓒ did not know their bedrooms well.
  - Ⓓ worked so much that they hardly slept.
6. Tarshis wrote “Disaster in Space” mainly to
  - Ⓐ convince readers that we should stop sending people into space.
  - Ⓑ teach readers how to handle an accident aboard a spacecraft.
  - Ⓒ inspire and amaze readers with a story about human survival.
  - Ⓓ inform readers about the science of space travel.

### Constructed-Response Questions

**Directions:** Write your answers to the questions below on the back of this paper or type them up on a computer.

7. The section “Free Fall to Earth” is full of tension (a feeling of worry). Describe one way author Lauren Tarshis helps create this tension. Use text evidence.
8. Think about how the astronauts and engineers handled the explosion on Apollo 13. What can we learn from them about how to handle an emergency? Support your ideas with text evidence.

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

## Apollo 13 Contest

The Apollo 13 mission was called “a successful failure.”

Why might that be? Explain. Be sure to use text evidence to support your answer. Send your response to APOLLO 13 CONTEST. Five winners will each get *One Small Step* by P.B. Kerr.

### Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ good organization and transitions
- ⇒ use of supporting text evidence
- ⇒ grammar, spelling, and punctuation

My name: \_\_\_\_\_

My home phone number: \_\_\_\_\_ My grade: \_\_\_\_\_

My teacher's name: \_\_\_\_\_ My teacher's e-mail: \_\_\_\_\_

School name: \_\_\_\_\_

School address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

School phone number: \_\_\_\_\_

My parent or legal guardian consents  
to my participation in this contest.

Parent's or legal guardian's signature: \_\_\_\_\_

Include this form with your written entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)  
or mail them to: Apollo 13 Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

**ENTRIES MUST BE RECEIVED BY February 15, 2017!**