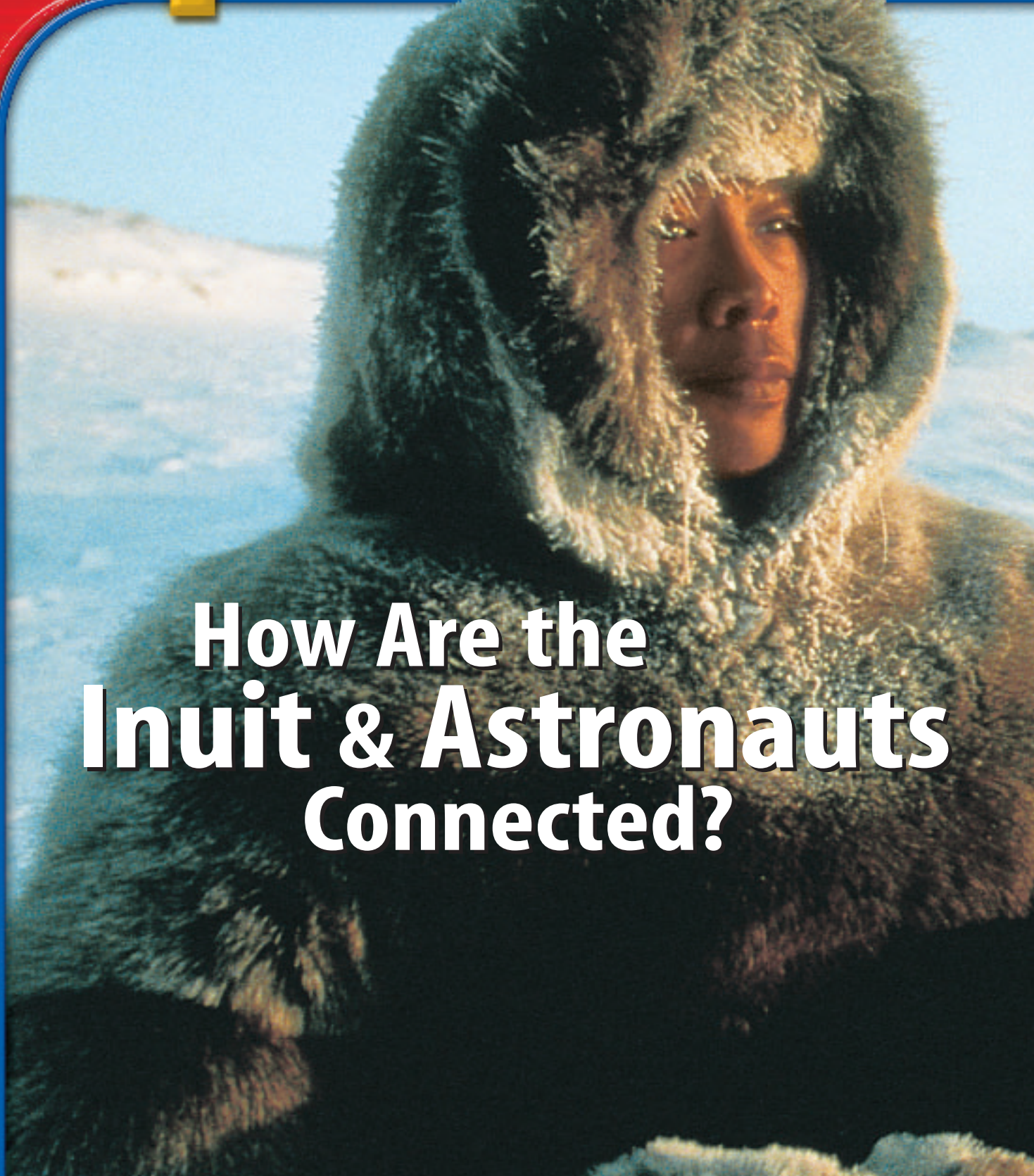


A person is shown from the chest up, wearing a dark, fur-lined hooded parka. The hood is pulled up, framing their face. They are looking slightly to the right. The background is a snowy, hilly landscape under a clear blue sky. The image is framed by a red border with a blue inner line.

# How Are the Inuit & Astronauts Connected?

**F**or thousands of years, people known as the Inuit have lived in Arctic regions. In the early 1900s, an American naturalist spent time among the Inuit in Canada. The naturalist watched the Inuit preserve fish and meat by freezing them in the cold northern air. Months later, when the people thawed and cooked the food, it was tender and tasted fresh. Eventually, the naturalist returned to the United States, perfected a quick-freezing process, and began marketing frozen foods. Later, inventors found a way to remove most of the water from frozen foods. This process, called freeze-drying, produces a lightweight food that can be stored at room temperature and doesn't spoil. Freeze-dried foods are carried by all sorts of adventurers—including astronauts.



### unit projects

Visit [red.msscience.com/unit\\_project](http://red.msscience.com/unit_project) to find project ideas and resources.

Projects include:

- **History** Contribute to a class time line of inventions from Chinese rockets to liquid fuel, radio communications, space suits, and more.
- **Technology** Research, design, and construct a simple telescope as you study how technology has allowed scientists to explore distant space.
- **Model** Investigate the production of space foods, and present an informational commercial to the class.



*Investigating the Sun* explores the physical characteristics of the sun and energy it produces. Design a labeled diagram of our

nearest star

**CONTENTS**



# Exploring Space

## chapter preview

### sections

- 1** Radiation from Space  
*Lab Building a Reflecting Telescope*
  - 2** Early Space Missions
  - 3** Current and Future Space Missions  
*Lab Star Sightings*
-  **Virtual Lab** How does an artificial satellite stay in orbit?

## Fiery end or new beginning?

These colorful streamers are the remains of a star that exploded in a nearby galaxy thousands of years ago. Eventually, new stars and planets may form from this material, just as our Sun and planets formed from similar debris billions of years ago.

**Science Journal** Do you think space exploration is worth the risk and expense? Explain why.

# Start-Up Activities



## An Astronomer's View

You might think exploring space with a telescope is easy because the stars seem so bright and space is dark. But starlight passing through Earth's atmosphere, and differences in temperature and density of the atmosphere can distort images. 

1. Cut off a piece of clear plastic wrap about 15 cm long.
2. Place an opened book in front of you and observe the clarity of the text.
3. Hold the piece of plastic wrap close to your eyes, keeping it taut using both hands.
4. Look at the same text through the plastic wrap.
5. Fold the plastic wrap in half and look at the text again through both layers.
6. **Think Critically** Write a paragraph in your Science Journal comparing reading text through plastic wrap to an astronomer viewing stars through Earth's atmosphere. Predict what might occur if you increased the number of layers.

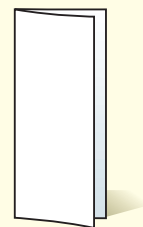


Preview this chapter's content and activities at [red.msscience.com](http://red.msscience.com)

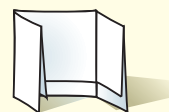
## FOLDABLES™ Study Organizer

**Exploring Space** Make the following Foldable to help identify what you already know, what you want to know, and what you learned about exploring space.

- STEP 1** **Fold** a vertical sheet of paper from side to side with the front edge about 1.25 cm shorter than the back.



- STEP 2** **Turn** lengthwise and **fold** into thirds.



- STEP 3** **Unfold and cut** only the top layer along both folds to make three tabs. **Label** each tab.



**Identify Questions** Before you read the chapter, write what you already know about exploring space under the left tab of your Foldable, and write questions about what you'd like to know under the center tab. After you read the chapter, list what you learned under the right tab.



# Radiation from Space

## as you read

### What You'll Learn

- **Explain** the electromagnetic spectrum.
- **Identify** the differences between refracting and reflecting telescopes.
- **Recognize** the differences between optical and radio telescopes.

### Why It's Important

Learning about space can help us better understand our own world.



### Review Vocabulary

**telescope:** an instrument that can magnify the size of distant objects

### New Vocabulary

- electromagnetic spectrum
- refracting telescope
- reflecting telescope
- observatory
- radio telescope

## Electromagnetic Waves

As you have read, we have begun to explore our solar system and beyond. With the help of telescopes like the *Hubble*, we can see far into space, but if you've ever thought of racing toward distant parts of the universe, think again. Even at the speed of light it would take many years to reach even the nearest stars.

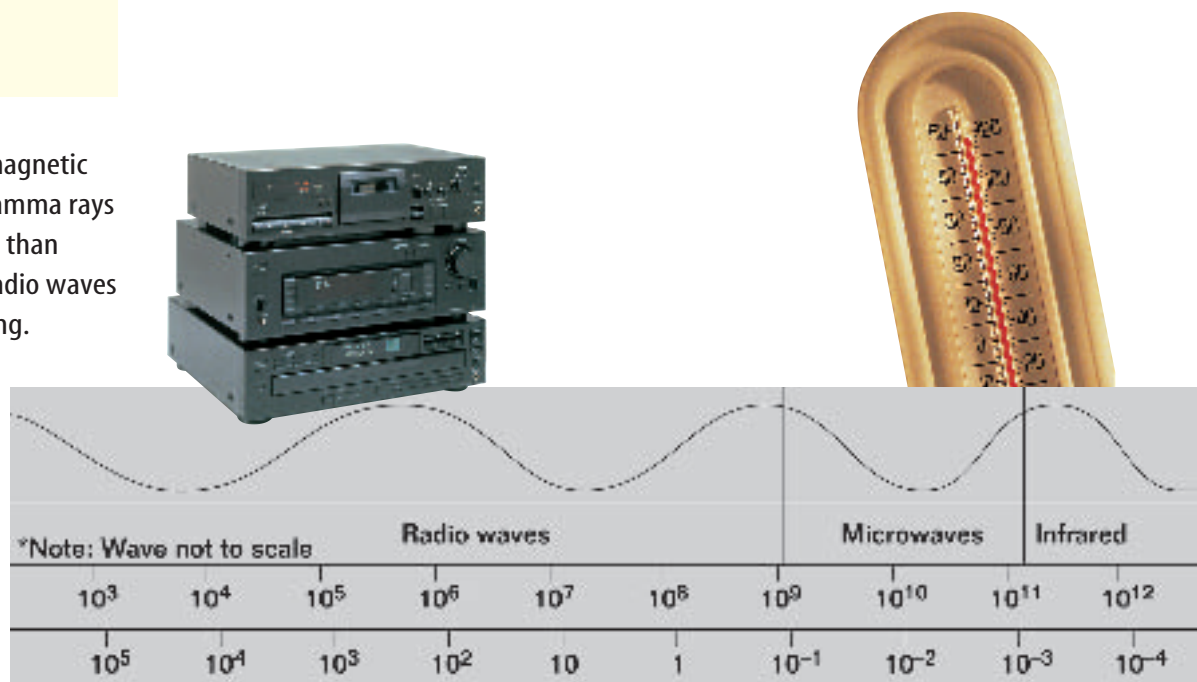
**Light from the Past** When you look at a star, the light that you see left the star many years ago. Although light travels fast, distances between objects in space are so great that it sometimes takes millions of years for the light to reach Earth.

The light and other energy leaving a star are forms of radiation. Radiation is energy that is transmitted from one place to another by electromagnetic waves. Because of the electric and magnetic properties of this radiation, it's called electromagnetic radiation. Electromagnetic waves carry energy through empty space and through matter.

Electromagnetic radiation is everywhere around you. When you turn on the radio, peer down a microscope, or have an X ray taken—you're using various forms of electromagnetic radiation.

**Figure 1** The electromagnetic spectrum ranges from gamma rays with wavelengths of less than 0.000 000 000 01 m to radio waves more than 100,000 m long.

**Observe** how frequency changes as wavelength shortens.





**Electromagnetic Radiation** Sound waves, which are a type of mechanical wave, can't travel through empty space. How, then, do we hear the voices of the astronauts while they're in space? When astronauts speak into a microphone, the sound waves are converted into electromagnetic waves called radio waves. The radio waves travel through space and through Earth's atmosphere. They're then converted back into sound waves by electronic equipment and audio speakers.

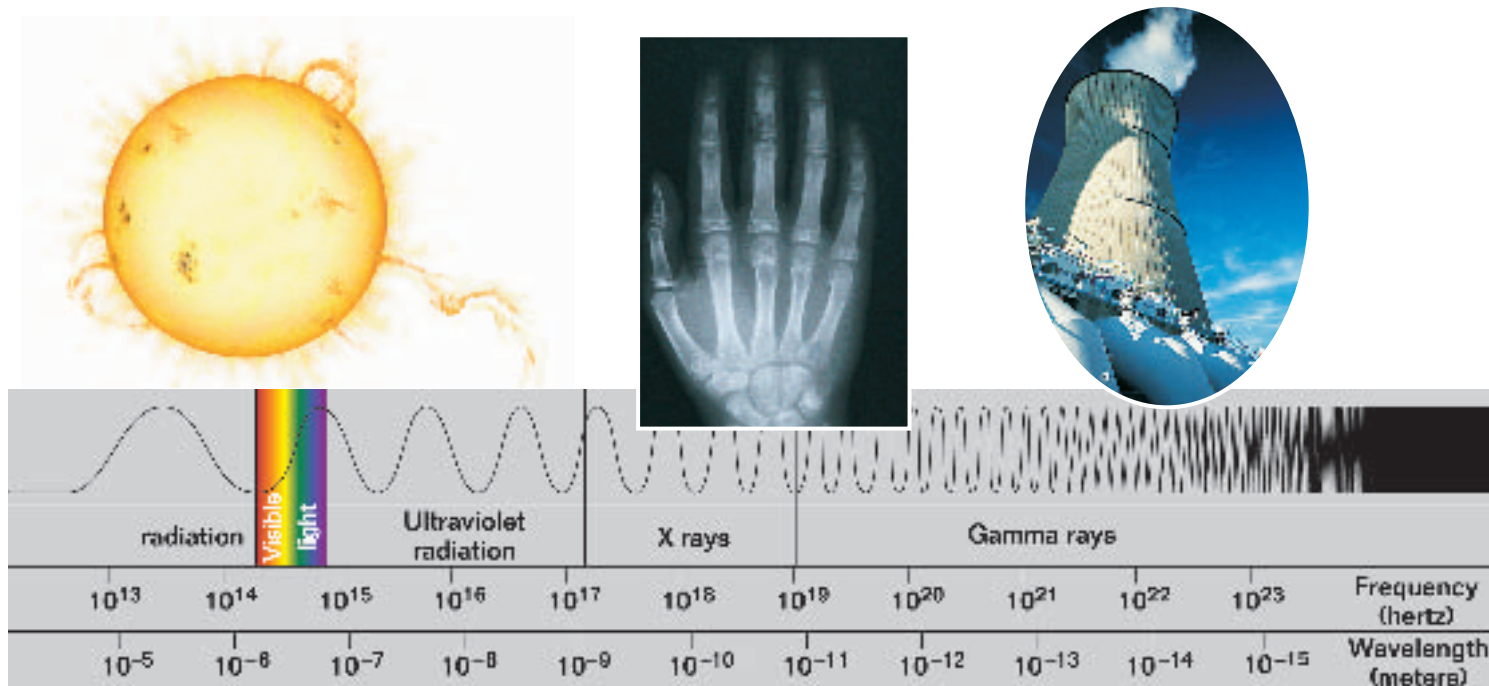
Radio waves and visible light from the Sun are just two types of electromagnetic radiation. Other types include gamma rays, X rays, ultraviolet waves, infrared waves, and microwaves. **Figure 1** shows these forms of electromagnetic radiation arranged according to their wavelengths. This arrangement of electromagnetic radiation is called the **electromagnetic spectrum**. Forms of electromagnetic radiation also differ in their frequencies. Frequency is the number of wave crests that pass a given point per unit of time. The shorter the wavelength is, the higher the frequency, as shown in **Figure 1**.

**Speed of Light** Although the various electromagnetic waves differ in their wavelengths, they all travel at 300,000 km/s in a vacuum. This is called the speed of light. Visible light and other forms of electromagnetic radiation travel at this incredible speed, but the universe is so large that it takes millions of years for the light from some stars to reach Earth.

When electromagnetic radiation from stars and other objects reaches Earth, scientists use it to learn about its source. One tool for studying such electromagnetic radiation is a telescope.



**Ultraviolet Light** Many newspapers include an ultraviolet (UV) index to urge people to minimize their exposure to the Sun. Compare the wavelengths and frequencies of red and violet light, shown below in **Figure 1**. Infer what properties of UV light cause damage to tissues of organisms.





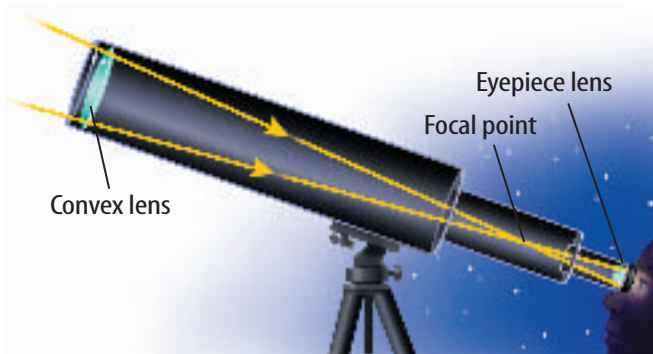
## Optical Telescopes

Optical telescopes use light, which is a form of electromagnetic radiation, to produce magnified images of objects. Light is collected by an objective lens or mirror, which then forms an image at the focal point of the telescope. The focal point is where light that is bent by the lens or reflected by the mirror comes together to form an image. The eyepiece lens then magnifies the image. The two types of optical telescopes are shown in **Figure 2**.

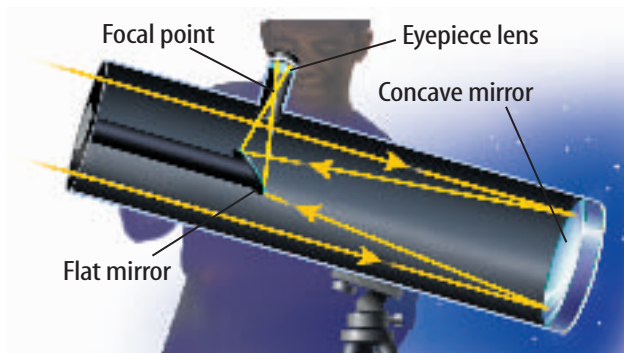
A **refracting telescope** uses convex lenses, which are curved outward like the surface of a ball. Light from an object passes through a convex objective lens and is bent to form an image at the focal point. The eyepiece magnifies the image.

A **reflecting telescope** uses a curved mirror to direct light. Light from the object being viewed passes through the open end of a reflecting telescope. This light strikes a concave mirror, which is curved inward like a bowl and located at the base of the telescope. The light is reflected off the interior surface of the bowl to the focal point where it forms an image. Sometimes, a smaller mirror is used to reflect light into the eyepiece lens, where it is magnified for viewing.

**Figure 2** These diagrams show how each type of optical telescope collects light and forms an image.



In a refracting telescope, a convex lens focuses light to form an image at the focal point.



In a reflecting telescope, a concave mirror focuses light to form an image at the focal point.

**Using Optical Telescopes** Most optical telescopes used by professional astronomers are housed in buildings called **observatories**. Observatories often have dome-shaped roofs that can be opened up for viewing. However, not all telescopes are located in observatories. The *Hubble Space Telescope* is an example.



Optical telescopes are widely available for use by individuals.



**Hubble Space Telescope** The *Hubble Space Telescope* was launched in 1990 by the space shuttle *Discovery*. Because *Hubble* is located outside Earth's atmosphere, which absorbs and distorts some of the energy received from space, it should have produced clear images. However, when the largest mirror of this reflecting telescope was shaped, a mistake was made. As a result, images obtained by the telescope were not as clear as expected. In December 1993, a team of astronauts repaired the *Hubble Space Telescope* by installing a set of small mirrors designed to correct images obtained by the faulty mirror. Two more missions to service *Hubble* were carried out in 1997 and 1999, shown in **Figure 3**. Among the objects viewed by *Hubble* after it was repaired in 1999 was a large cluster of galaxies known as Abell 2218.



#### Reading Check

Why is Hubble located outside Earth's atmosphere?

**Figure 3** The *Hubble Space Telescope* was serviced at the end of 1999. Astronauts replaced devices on *Hubble* that are used to stabilize the telescope.





## Mini LAB

### Observing Effects of Light Pollution

#### Procedure

1. Obtain a **cardboard tube** from an empty roll of paper towels.
2. Go outside on a clear night about two hours after sunset. Look through the cardboard tube at a specific constellation decided upon ahead of time.
3. Count the number of stars you can see without moving the observing tube. Repeat this three times.
4. Calculate the average number of observable stars at your location.

#### Analysis

1. Compare and contrast the number of stars visible from other students' homes.
2. Explain the causes and effects of your observations.



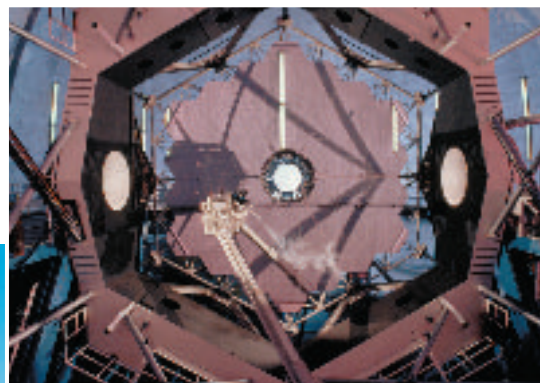
**Large Reflecting Telescopes** Since the early 1600s, when the Italian scientist Galileo Galilei first turned a telescope toward the stars, people have been searching for better ways to study what lies beyond Earth's atmosphere. For example, the twin Keck reflecting telescopes, shown in **Figure 4**, have segmented mirrors 10 m wide. Until 2000, these mirrors were the largest reflectors ever used. To cope with the difficulty of building such huge mirrors, the Keck telescope mirrors are built out of many small mirrors that are pieced together. In 2000, the European Southern Observatory's telescope, in Chile, consisted of four 8.2-m reflectors, making it the largest optical telescope in use.



#### Reading Check

*About how long have people been using telescopes?*

**Active and Adaptive Optics** The most recent innovations in optical telescopes involve active and adaptive optics. With active optics, a computer corrects for changes in temperature, mirror distortions, and bad viewing conditions. Adaptive optics is even more ambitious. Adaptive optics uses a laser to probe the atmosphere and relay information to a computer about air turbulence. The computer then adjusts the telescope's mirror thousands of times per second, which lessens the effects of atmospheric turbulence. Telescope images are clearer when corrections for air turbulence, temperature changes, and mirror-shape changes are made.



**Figure 4** The twin Keck telescopes on Mauna Kea in Hawaii can be used together, more than doubling their ability to distinguish objects. A Keck reflector is shown in the inset photo. Currently, plans include using these telescopes, along with four others to obtain images that will help answer questions about the origin of planetary systems.



(t) Roger Ressmeyer/CORBIS, (b) Simon Fraser/Science Photo Library/Photo Researchers



## Radio Telescopes

As shown in the spectrum illustrated in **Figure 1**, stars and other objects radiate electromagnetic energy of various types. Radio waves are an example of long-wavelength energy in the electromagnetic spectrum. A **radio telescope**, such as the one shown in **Figure 5**, is used to study radio waves traveling through space. Unlike visible light, radio waves pass freely through Earth's atmosphere. Because of this, radio telescopes are useful 24 hours per day under most weather conditions.

Radio waves reaching Earth's surface strike the large, concave dish of a radio telescope. This dish reflects the waves to a focal point where a receiver is located. The information allows scientists to detect objects in space, to map the universe, and to search for signs of intelligent life on other planets.



**Figure 5** This radio telescope is used to study radio waves traveling through space.

### section

### 1

### review

#### Summary

##### Electromagnetic Waves

- Light is a form of electromagnetic radiation.
- Electromagnetic radiation includes radio waves, microwaves, X rays, gamma rays, and infrared and ultraviolet radiation.
- Light travels at 300,000 km/s in a vacuum.

##### Optical Telescopes

- A refracting telescope uses lenses to collect, focus, and view light.
- A reflecting telescope uses a mirror to collect and focus light and a lens to view the image.
- Computers and lasers are used to reduce problems caused by looking through Earth's atmosphere.
- These telescopes are housed in domed buildings called observatories.
- Placing a telescope in space avoids problems caused by Earth's atmosphere.

##### Radio Telescopes

- Radio telescopes collect and measure radio waves coming from stars and other objects.

#### Self Check

1. **Identify** one advantage of radio telescopes over optical telescopes.
2. **Infer** If red light has a longer wavelength than blue light, which has a greater frequency?
3. **Explain** the difference between sound waves and radio waves.
4. **Describe** how adaptive optics in a telescope help solve problems caused by atmospheric turbulence.
5. **Think Critically** It takes light from the closest star to Earth (other than the Sun) about four years to reach Earth. If intelligent life were on a planet circling that star, how long would it take for scientists on Earth to send them a radio transmission and for the scientists to receive their reply?

#### Applying Math

6. **Calculate** how long it takes for a radio signal to reach the Moon, which is about 380,000 km away.
7. **Use Numbers** If an X ray has a frequency of  $10^{18}$  hertz and a gamma ray has a frequency of  $10^{21}$  hertz, how many times greater is the frequency of the gamma ray?

## Building a Reflecting Telescope

Nearly four hundred years ago, Galileo Galilei saw what no human had ever seen. Using the telescope he built, he saw moons around Jupiter, details of lunar craters, and sunspots. What was it like to make these discoveries? Find out as you make your own reflecting telescope.

### Real-World Question

How do you construct a reflecting telescope?

#### Goals

- **Construct** a reflecting telescope.
- **Observe** magnified images using the telescope and different magnifying lenses.

#### Materials

flat mirror  
shaving or cosmetic mirror (a curved, concave mirror)  
magnifying lenses of different magnifications (3–4)



#### Safety Precautions



**WARNING:** *Never observe the Sun directly or with mirrors.*

### Procedure

1. Position the cosmetic mirror so that you can see the reflection of the object you want to look at. Choose an object such as the Moon, a planet, or an artificial light source.
2. Place the flat mirror so that it is facing the cosmetic mirror.
3. Adjust the position of the flat mirror until

you can see the reflection of the object in it.

4. View the image of the object in the flat mirror with one of your magnifying lenses. Observe how the lens magnifies the image.
5. Use your other magnifying lenses to view the image of the object in the flat mirror. Observe how the different lenses change the image of the object.



### Analyze Your Data

1. **Describe** how the image changed when you used different magnifying lenses.
2. **Identify** the part or parts of your telescope that reflected the light of the image.
3. **Identify** the parts of your telescope that magnified the image.

### Conclude and Apply

1. **Explain** how the three parts of your telescope worked to reflect and magnify the light of the object.
2. **Infer** how the materials you used would have differed if you had constructed a refracting instead of a reflecting telescope.

### Communicating Your Data

Write an instructional pamphlet for amateur astronomers about how to construct a reflecting telescope.

# Early Space Missions

NASA

## The First Missions into Space

You're offered a choice—front-row-center seats for this weekend's rock concert, or a copy of the video when it's released. Wouldn't you rather be right next to the action? Astronomers feel the same way about space. Even though telescopes have taught them a great deal about the Moon and planets, they want to learn more by going to those places or by sending spacecraft where humans can't go.

**Rockets** The space program would not have gotten far off the ground using ordinary airplane engines. To break free of gravity and enter Earth's orbit, spacecraft must travel at speeds greater than 11 km/s. The space shuttle and several other spacecrafts are equipped with special engines that carry their own fuel. **Rockets**, like the one in **Figure 6**, are engines that have everything they need for the burning of fuel. They don't even require air to carry out the process. Therefore, they can work in space, which has no air. The simplest rocket engine is made of a burning chamber and a nozzle. More complex rockets have more than one burning chamber.

**Rocket Types** Two types of rockets are distinguished by the type of fuel they use. One type is the liquid-propellant rocket and the other is the solid-propellant rocket. Solid-propellant rockets are generally simpler but they can't be shut down after they are ignited. Liquid-propellant rockets can be shut down after they are ignited and can be restarted. For this reason, liquid-propellant rockets are preferred for use in long-term space missions. Scientists on Earth can send signals that start and stop the spacecraft's engines whenever they want to modify its course or adjust its orbit. Liquid propellants successfully powered many space probes, including the two *Voyagers* and *Galileo*.

**Figure 6** Rockets differ according to the types of fuel used to launch them. Liquid oxygen is used often to support combustion.

### as you read

#### What You'll Learn

- **Compare and contrast** natural and artificial satellites.
- **Identify** the differences between artificial satellites and space probes.
- **Explain** the history of the race to the Moon.

#### Why It's Important

Early missions that sent objects and people into space began a new era of human exploration.



#### Review Vocabulary

**thrust:** the force that propels an aircraft or missile

#### New Vocabulary

- rocket
- satellite
- orbit
- space probe
- Project Mercury
- Project Gemini
- Project Apollo





**Figure 7** The space shuttle uses both liquid and solid fuels. Here the red liquid fuel tank is visible behind a white, solid rocket booster.

**Rocket Launching** Solid-propellant rockets use a rubberlike fuel that contains its own oxidizer. The burning chamber of a rocket is a tube that has a nozzle at one end. As the solid propellant burns, hot gases exert pressure on all inner surfaces of the tube. The tube pushes back on the gas except at the nozzle where hot gases escape. Thrust builds up and pushes the rocket forward.

Liquid-propellant rockets use a liquid fuel and an oxidizer, such as liquid oxygen, stored in separate tanks. To ignite the rocket, the oxidizer is mixed with the liquid fuel in the burning chamber. As the mixture burns, forces are exerted and the rocket is propelled forward. **Figure 7** shows the space shuttle, with both types of rockets, being launched.

## Applying Math

## Make and Use Graphs

**DRAWING BY NUMBERS** Points are defined by two coordinates, called an ordered pair. To plot an ordered pair, find the first number on the horizontal  $x$ -axis and the second on the vertical  $y$ -axis. The point is placed where these two coordinates intersect. Line segments are drawn to connect points. Draw a symmetrical house by using an  $x$ - $y$  grid and these coordinates: (1,1), (5,1), (5,4), (3,6), (1,4)

### Solution

**1** On a piece of graph paper, label and number the  $x$ -axis 0 to 6 and the  $y$ -axis 0 to 6, as shown here.

**2** Plot the above points and connect them with straight line segments, as shown here.

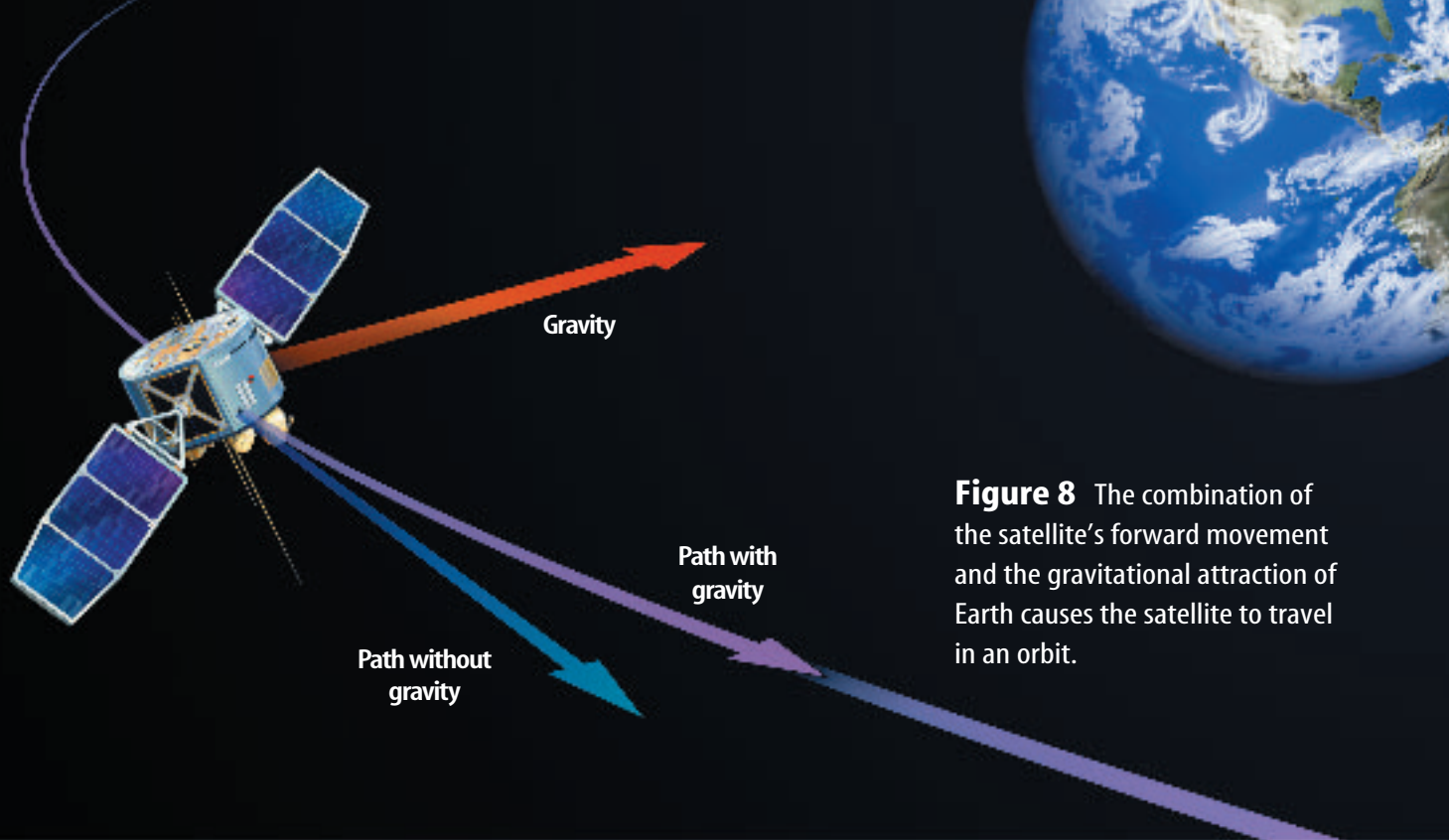
| Section | Points                                                                                                                                                                                                                                                                                                                                          |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1       | (1, -8) (3, -13) (6, -21) (9, -21)<br>(9, -17) (8, -15) (8, -12) (6, -8)<br>(5, -4) (4, -3) (4, -1) (5, 1) (6, 3)<br>(8, 3) (9, 4) (9, 7) (7, 11) (4, 14)<br>(4, 22) (-9, 22) (-9, 10) (-10, 5)<br>(-11, -1) (-11, -7) (-9, -8) (-8, -7)<br>(-8, -1) (-6, 3) (-6, -3) (-6, -9)<br>(-7, -20) (-8, -21) (-4, -21)<br>(-4, -18) (-3, -14) (-1, -8) |
| 2       | (0, 11) (2, 13) (2, 17) (0, 19)<br>(-4, 19) (-6, 17) (-6, 13) (-4, 11)                                                                                                                                                                                                                                                                          |
| 3       | (-4, 9) (1, 9) (1, 5) (-1, 5)<br>(-2, 6) (-4, 6)                                                                                                                                                                                                                                                                                                |

## Practice Problems

- Label and number the  $x$ -axis -12 to 10 and the  $y$ -axis -22 to 23. Draw an astronaut by plotting and connecting the points in each section. Do not draw segments to connect points in different sections.
- Make your own drawing on graph paper and write its coordinates as ordered pairs. Then give it to a classmate to solve.



For more practice, visit  
[red.msscience.com/  
math\\_practice](http://red.msscience.com/math_practice)



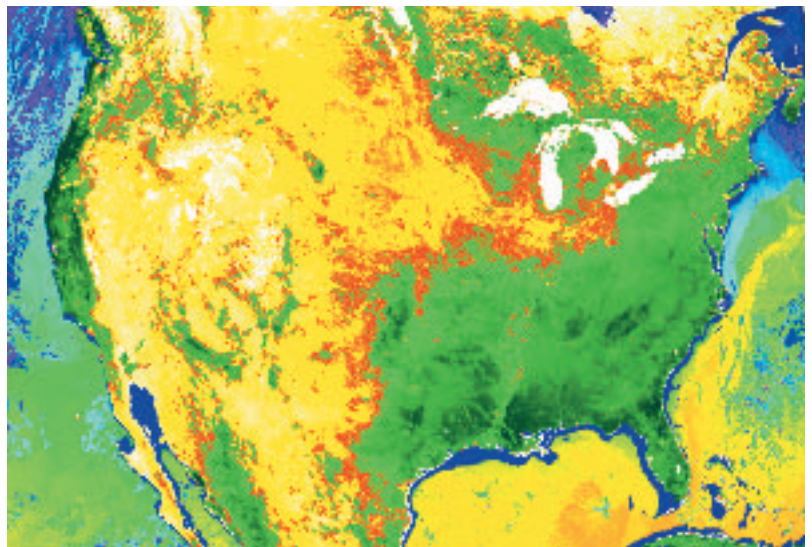
**Figure 8** The combination of the satellite's forward movement and the gravitational attraction of Earth causes the satellite to travel in an orbit.

**Satellites** The space age began in 1957 when the former Soviet Union used a rocket to send *Sputnik I* into space. *Sputnik I* was the first artificial satellite. A **satellite** is any object that revolves around another object. When an object enters space, it travels in a straight line unless a force, such as gravity, makes it turn. Earth's gravity pulls a satellite toward Earth. The result of the satellite traveling forward while at the same time being pulled toward Earth is a curved path, called an **orbit**, around Earth. This is shown in **Figure 8**. *Sputnik I* orbited Earth for 57 days before gravity pulled it back into the atmosphere, where it burned up.

**Figure 9** Data obtained from the satellite *Terra*, launched in 1999, illustrates the use of space technology to study Earth. This false-color image includes data on spring growth, sea-surface temperature, carbon monoxide concentrations, and reflected sunlight, among others.

**Satellite Uses** *Sputnik I* was an experiment to show that artificial satellites could be made and placed into orbit around Earth.

Today, thousands of artificial satellites orbit Earth. Communication satellites transmit radio and television programs to locations around the world. Other satellites gather scientific data, like those shown in **Figure 9**, which can't be obtained from Earth, and weather satellites constantly monitor Earth's global weather patterns.





## INTEGRATE Career

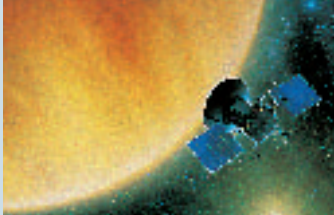
**Astronomy** Astronomers today have more choices than ever before. Some still use optical telescopes to study stars and galaxies. Others explore the universe using the radio, X-ray, infrared, or even gamma-ray regions of the electromagnetic spectrum. Still others deal with theory and work with physicists to understand the big bang and the nature of matter in the universe. Government, universities, and private industry offer jobs for astronomers.

## Space Probes

Not all objects carried into space by rockets become satellites. Rockets also can be used to send instruments into space to collect data. A **space probe** is an instrument that gathers information and sends it back to Earth. Unlike satellites that orbit Earth, space probes travel into the solar system as illustrated in **Figure 10**. Some even have traveled to the edge of the solar system. Among these is *Pioneer 10*, launched in 1972. Although its transmitter failed in 2003, it continues on through space. Also, both *Voyager* spacecrafts should continue to return data on the outer reaches of the solar system until about 2020.

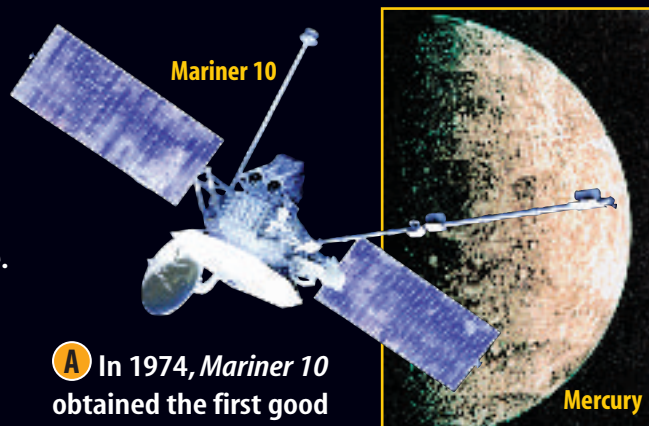
Space probes, like many satellites, carry cameras and other data-gathering equipment, as well as radio transmitters and receivers that allow them to communicate with scientists on Earth. **Table 1** shows some of the early space probes launched by the National Aeronautics and Space Administration (NASA).

**Table 1 Some Early Space Missions**

| Mission Name      |                                                                                     | Date Launched | Destination | Data Obtained                                                                     |
|-------------------|-------------------------------------------------------------------------------------|---------------|-------------|-----------------------------------------------------------------------------------|
| <i>Mariner 2</i>  |  | August 1962   | Venus       | verified high temperatures in Venus's atmosphere                                  |
| <i>Pioneer 10</i> |  | March 1972    | Jupiter     | sent back photos of Jupiter—first probe to encounter an outer planet              |
| <i>Viking 1</i>   |  | August 1975   | Mars        | orbiter mapped the surface of Mars; lander searched for life on Mars              |
| <i>Magellan</i>   |  | May 1989      | Venus       | mapped Venus's surface and returned data on the composition of Venus's atmosphere |

**Figure 10**

**P**robes have taught us much about the solar system. As they travel through space, these car-size craft gather data with their onboard instruments and send results back to Earth via radio waves. Some data collected during these missions are made into pictures, a selection of which is shown here.



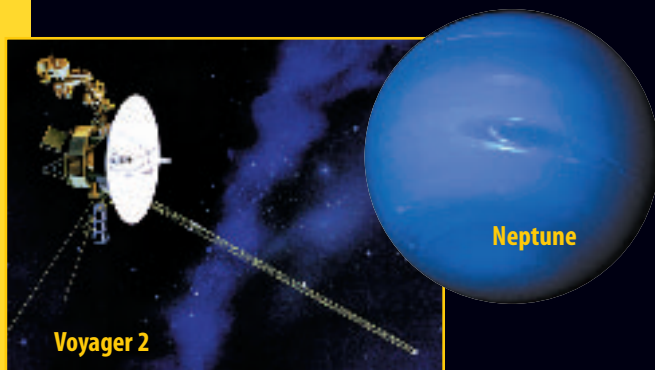
**A** In 1974, *Mariner 10* obtained the first good images of the surface of Mercury.



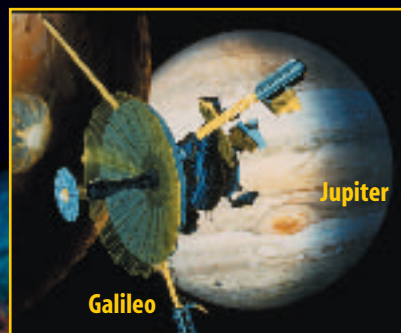
**B** A Soviet *Venera* probe took this picture of the surface of Venus on March 1, 1982. Parts of the spacecraft's landing gear are visible at the bottom of the photograph.



**D** In 1990, *Magellan* imaged craters, lava domes, and great rifts, or cracks, on the surface of Venus.



**C** The *Voyager 2* mission included flybys of the outer planets Jupiter, Saturn, Uranus, and Neptune. *Voyager* took this photograph of Neptune in 1989 as the craft sped toward the edge of the solar system.



**E** NASA's veteran space traveler *Galileo* nears Jupiter in this artist's drawing. The craft arrived at Jupiter in 1995 and sent back data, including images of Europa, one of Jupiter's 61 moons, seen below in a color-enhanced view.

Europa

**Topic: Galileo Mission**

Go to [red.msscience.com](http://red.msscience.com) for Web links to information about the Galileo mission.

**Activity** Make a list of the places the *Galileo* spacecraft visited on its mission.

**Voyager and Pioneer Probes** Space probes *Voyager 1* and *Voyager 2* were launched in 1977 and now are heading toward deep space. *Voyager 1* flew past Jupiter and Saturn. *Voyager 2* flew past Jupiter, Saturn, Uranus, and Neptune. These probes will explore beyond the solar system as part of the Voyager Interstellar Mission. Scientists expect these probes to continue to transmit data to Earth for at least 20 more years.

*Pioneer 10*, launched in 1972, was the first probe to survive a trip through the asteroid belt and encounter an outer planet, Jupiter. As of 2003, *Pioneer 10* was more than 12 billion km from Earth, and will continue beyond the solar system. The probe carries a gold medallion with an engraving of a man, a woman, and Earth's position in the galaxy.

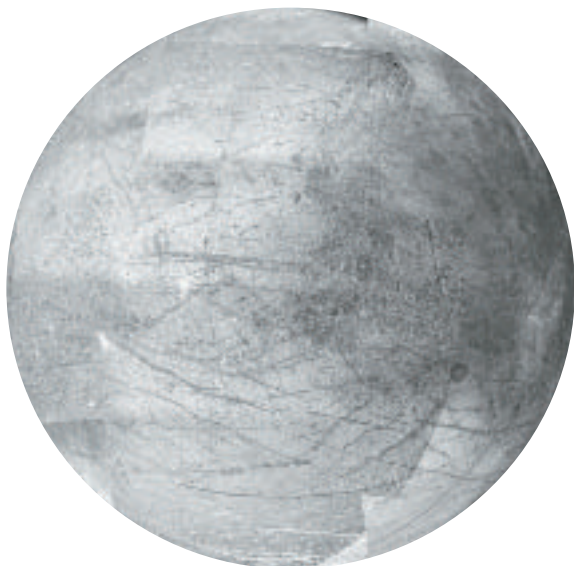
**Galileo** Launched in 1989, *Galileo* reached Jupiter in 1995. In July 1995, *Galileo* released a smaller probe that began a five-month approach to Jupiter. The small probe took a parachute ride through Jupiter's violent atmosphere in December 1995.

Before being crushed by the atmospheric pressure, it transmitted information about Jupiter's composition, temperature, and pressure to the satellite orbiting above. *Galileo* studied Jupiter's moons, rings, and magnetic fields and then relayed this information to scientists who were waiting eagerly for it on Earth.



Studies of Jupiter's moon Europa by *Galileo* indicate that an ocean of water may exist under the surface of Europa. A cracked outer layer of ice makes up Europa's surface, shown in **Figure 11**. The cracks in the surface may be caused by geologic activity that heats the ocean underneath the surface. Sunlight penetrates these cracks, further heating the ocean and setting the stage for the possible existence of life on Europa. *Galileo* ended its study of Europa in 2000. More advanced probes will be needed to determine whether life exists on this icy moon.

**Figure 11** Future missions will be needed to determine whether life exists on Europa.

**Reading Check**

**What features on Europa suggest the possibility of life existing on this moon?**

In October and November of 1999, *Galileo* approached Io, another one of Jupiter's moons. It came within 300 km and took photographs of a volcanic vent named Loki, which emits more energy than all of Earth's volcanoes combined. *Galileo* also discovered eruption plumes that shoot gas made of sulfur and oxygen.



## Moon Quest

Throughout the world, people were shocked when they turned on their radios and television sets in 1957 and heard the radio transmissions from *Sputnik I* as it orbited Earth. All that *Sputnik I* transmitted was a sort of beeping sound, but people quickly realized that launching a human into space wasn't far off.

In 1961, Soviet cosmonaut Yuri A. Gagarin became the first human in space. He orbited Earth and returned safely. Soon, President John F. Kennedy called for the United States to send humans to the Moon and return them safely to Earth. His goal was to achieve this by the end of the 1960s. The race for space was underway.

The U.S. program to reach the Moon began with **Project Mercury**. The goals of Project Mercury were to orbit a piloted spacecraft around Earth and to bring it back safely. The program provided data and experience in the basics of space flight. On May 5, 1961, Alan B. Shepard became the first U.S. citizen in space. In 1962, *Mercury* astronaut John Glenn became the first U.S. citizen to orbit Earth. **Figure 12** shows Glenn preparing for liftoff.



**Figure 12** An important step in the attempt to reach the Moon was John Glenn's first orbit around Earth.



### Reading Check

What were the goals of Project Mercury?

**Project Gemini** The next step in reaching the Moon was called **Project Gemini**. Teams of two astronauts in the same *Gemini* spacecraft orbited Earth. One *Gemini* team met and connected with another spacecraft in orbit—a skill that would be needed on a voyage to the Moon.

The *Gemini* spacecraft was much like the *Mercury* spacecraft, except it was larger and easier for the astronauts to maintain. It was launched by a rocket known as a *Titan II*, which was a liquid fuel rocket.

In addition to connecting spacecraft in orbit, another goal of Project Gemini was to investigate the effects of space travel on the human body.

Along with the *Mercury* and *Gemini* programs, a series of robotic probes was sent to the Moon. *Ranger* proved that a spacecraft could be sent to the Moon. In 1966, *Surveyor* landed gently on the Moon's surface, indicating that the Moon's surface could support spacecraft and humans. The mission of *Lunar Orbiter* was to take pictures of the Moon's surface that would help determine the best future lunar landing sites.

## Mini LAB

### Modeling a Satellite



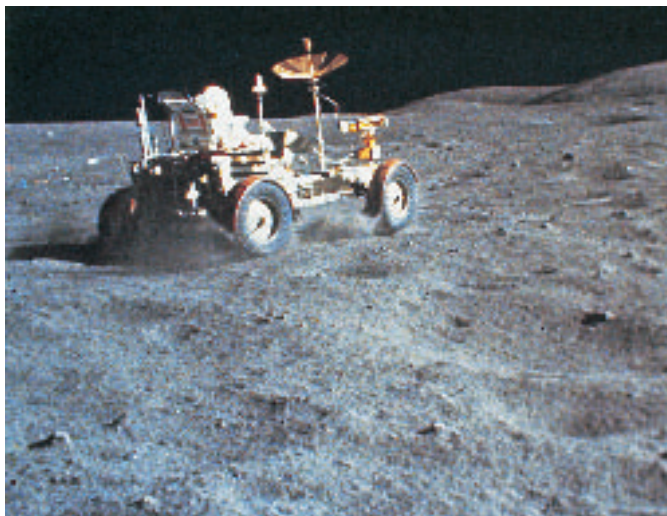
**WARNING:** Stand a safe distance away from classmates.

#### Procedure

1. Tie one end of a strong, 50-cm-long string to a small cork.
2. Hold the other end of the string tightly with your arm fully extended.
3. Move your hand back and forth so that the cork swings in a circular motion.
4. Gradually decrease the speed of the cork.

#### Analysis

1. What happened as the cork's motion slowed?
2. How does the motion of the cork resemble that of a satellite in orbit?



**Figure 13** The Lunar Rover vehicle was first used during the *Apollo 15* mission. Riding in the moon buggy, *Apollo 15*, *16*, and *17* astronauts explored the lunar surface.

the journey home. A total of six lunar landings brought back more than 2,000 samples of moon rock and soil for study before the program ended in 1972. **Figure 13** shows an astronaut exploring the Moon's surface from the Lunar Rover vehicle.

**Project Apollo** The final stage of the U.S. program to reach the Moon was **Project Apollo**. On July 20, 1969, *Apollo 11* landed on the Moon's surface. Neil Armstrong was the first human to set foot on the Moon. His first words as he stepped onto its surface were, "That's one small step for man, one giant leap for mankind." Edwin Aldrin, the second of the three *Apollo 11* astronauts, joined Armstrong on the Moon, and they explored its surface for two hours. While they were exploring, Michael Collins remained in the Command Module; Armstrong and Aldrin then returned to the Command Module before beginning

## section 2 review

### Summary

#### First Missions into Space

- Rockets are engines that have everything they need to burn fuel.
- Rockets may be fueled with liquid or solid propellants.
- A satellite is any object that revolves around another object.

#### Space Probes

- A space probe is an instrument that gathers information and sends it back to Earth.
- *Voyager* and *Pioneer* are probes designed to explore the solar system and beyond.
- *Galileo* is a space probe that explored Jupiter and its moons.

#### Moon Quest

- Project Mercury sent the first piloted spacecraft around Earth.
- *Ranger* and *Surveyor* probes explored the Moon's surface.
- *Gemini* orbited teams of two astronauts.
- Project Apollo completed six lunar landings.

### Self Check

1. **Explain** why Neptune has eleven satellites even though it is not orbited by human-made objects.
2. **Explain** why *Galileo* was considered a space probe as it traveled to Jupiter. However, once there, it became an artificial satellite.
3. **List** several discoveries made by the *Voyager 1* and *Voyager 2* space probes.
4. **Sequence** Draw a time line beginning with *Sputnik* and ending with Project Apollo. Include descriptions of important missions.
5. **Think Critically** Is Earth a satellite of any other body in space? Explain.

### Applying Math

6. **Solve Simple Equations** A standard unit of measurement in astronomy is the astronomical unit, or AU. It equals is about 150,000,000,000 ( $1.5 \times 10^{11}$ ) m. In 2000, *Pioneer 10* was more than 11 million km from Earth. How many AUs is this?
7. **Convert Units** A spacecraft is launched at a velocity of 40,200 km/h. Express this speed in kilometers per second. Show your work.

# Current and Future Space Missions

## The Space Shuttle

Imagine spending millions of dollars to build a machine, sending it off into space, and watching its 3,000 metric tons of metal and other materials burn up after only a few minutes of work. That's exactly what NASA did with the rocket portions of spacecraft for many years. The early rockets were used only to launch a small capsule holding astronauts into orbit. Then sections of the rocket separated from the rest and burned when reentering the atmosphere.

**A Reusable Spacecraft** NASA administrators, like many others, realized that it would be less expensive and less wasteful to reuse resources. The reusable spacecraft that transports astronauts, satellites, and other materials to and from space is called the **space shuttle**, shown in **Figure 14**, as it is landing.

At launch, the space shuttle stands on end and is connected to an external liquid-fuel tank and two solid-fuel booster rockets. When the shuttle reaches an altitude of about 45 km, the emptied, solid-fuel booster rockets drop off and parachute back to Earth. These are recovered and used again. The external liquid-fuel tank separates and falls back to Earth, but it isn't recovered.

**Work on the Shuttle** After the space shuttle reaches space, it begins to orbit Earth. There, astronauts perform many different tasks. In the cargo bay, astronauts can conduct scientific experiments and determine the effects of space-flight on the human body. When the cargo bay isn't used as a laboratory, the shuttle can launch, repair, and retrieve satellites. Then the satellites can be returned to Earth or repaired onboard and returned to space. After a mission, the shuttle glides back to Earth and lands like an airplane. A large landing field is needed as the gliding speed of the shuttle is 335 km/h.

### as you read

#### What You'll Learn

- **Explain** the benefits of the space shuttle.
- **Identify** the usefulness of orbital space stations.
- **Explore** future space missions.
- **Identify** the applications of space technology to everyday life.

#### Why It's Important

Experiments performed on future space missions may benefit you.



#### Review Vocabulary

**cosmonaut:** astronaut of the former Soviet Union or present-day Russian space program

#### New Vocabulary

- space shuttle
- space station

**Figure 14** The space shuttle is designed to make many trips into space.





**Figure 15** Astronauts performed a variety of tasks while living and working in space onboard *Skylab*.

**Figure 16** Russian and American scientists have worked together to further space exploration.

**Explain** why the docking of the space shuttle with *Mir* was so important.



## Space Stations

Astronauts can spend only a short time living in the space shuttle. Its living area is small, and the crew needs more room to live, exercise, and work. A **space station** has living quarters, work and exercise areas, and all the equipment and support systems needed for humans to live and work in space.

In 1973, the United States launched the space station *Skylab*, shown in **Figure 15**. Crews of astronauts spent up to 84 days there, performing experiments and collecting data on the effects on humans of living in space. In 1979,

the abandoned *Skylab* fell out of orbit and burned up as it entered Earth's atmosphere.

Crews from the former Soviet Union have spent more time in space, onboard the space station *Mir*, than crews from any other country. Cosmonaut Dr. Valery Polyakov returned to Earth after 438 days in space studying the long-term effects of weightlessness.

## Cooperation in Space

In 1995, the United States and Russia began an era of cooperation and trust in exploring space. Early in the year, American Dr. Norman Thagard was launched into orbit aboard the Russian *Soyuz* spacecraft, along with two Russian cosmonaut crewmates. Dr. Thagard was the first U.S. astronaut launched into space by a Russian booster and the first American resident of the Russian space station *Mir*.

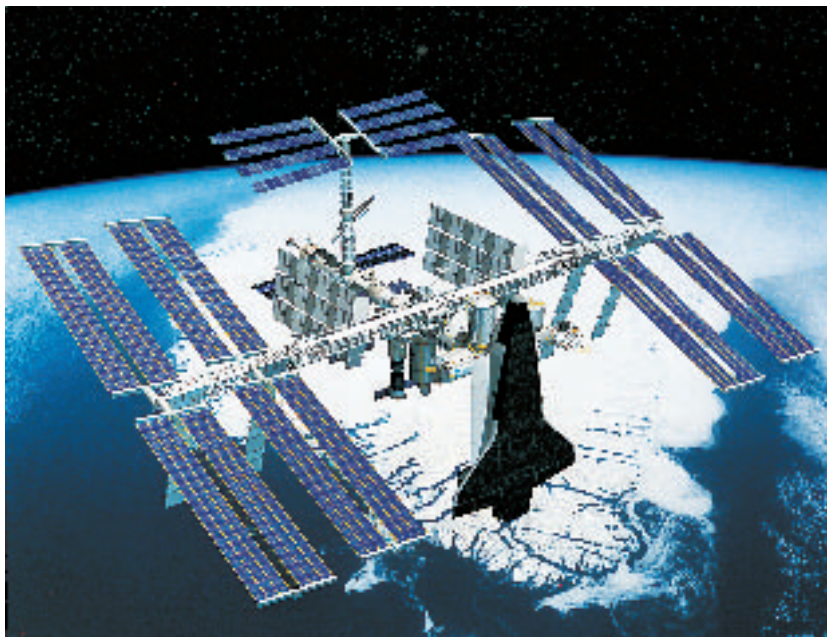
In June 1995, Russian cosmonauts rode into orbit onboard the space shuttle *Atlantis*, America's 100th crewed launch. The mission of *Atlantis* involved, among other studies, a rendezvous and docking with the space station *Mir*. The cooperation that existed on this mission, as shown in **Figure 16**, continued through eight more space shuttle-*Mir* docking missions. Each of the eight missions was an important step toward building and operating the *International Space Station*. In 2001, the abandoned *Mir* space station fell out of orbit and burned up upon reentering the atmosphere. Cooperation continued as the *International Space Station* began to take form.



## The International Space Station

The *International Space Station (ISS)* will be a permanent laboratory designed for long-term research projects. Diverse topics will be studied, including research on the growth of protein crystals. This particular project will help scientists determine protein structure and function, which is expected to enhance work on drug design and the treatment of many diseases.

The *ISS* will draw on the resources of 16 nations. These nations will build units for the space station, which then will be transported into space onboard the space shuttle and Russian launch rockets. The station will be constructed in space. **Figure 17** shows what the completed station will look like.



**Figure 17** This is a picture of what the proposed *International Space Station* will look like when it is completed in 2006.



### Reading Check

**What is the purpose of the International Space Station?**

**Phases of *ISS*** NASA is planning the *ISS* program in phases. Phase One, now concluded, involved the space shuttle-*Mir* docking missions. Phase Two began in 1998 with the launch of the Russian-built *Zarya Module*, also known as the Functional Cargo Block. In December 1998, the first assembly of *ISS* occurred when a space shuttle mission attached the *Unity module* to *Zarya*. During this phase, crews of three people were delivered to the space station. Phase Two ended in 2001 with the addition of a U.S. laboratory.

**Living in Space** The project will continue with Phase Three when the Japanese Experiment Module, the European Columbus Orbiting Facility, and another Russian lab will be delivered.

It is hoped that the *International Space Station* will be completed in 2006. Eventually, a seven-person crew should be able to work comfortably onboard the station. A total of 47 separate launches will be required to take all the components of the *ISS* into space and prepare it for permanent habitation. NASA plans for crews of astronauts to stay onboard the station for several months at a time. NASA already has conducted numerous tests to prepare crews of astronauts for extended space missions. One day, the station could be a construction site for ships that will travel to the Moon and Mars.

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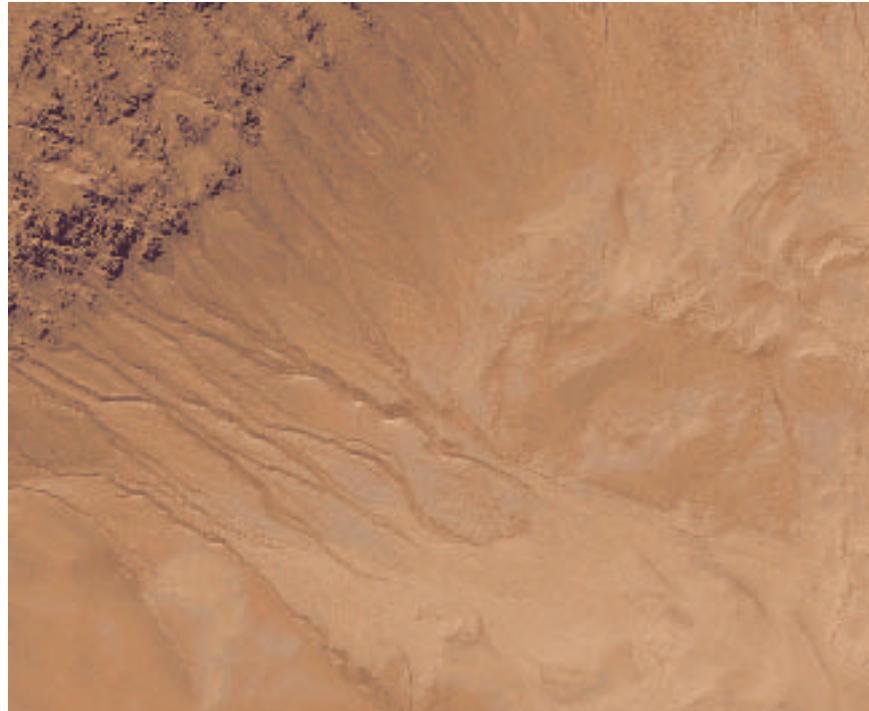
**Topic: International Space Station**

Visit [red.msscience.com](http://red.msscience.com) for Web links to information about the *International Space Station*.

**Activity** You can see the station travel across the sky with an unaided eye. Find out the schedule and try to observe it.



**Figure 18** Gulleys, channels, and aprons of sediment imaged by the *Mars Global Surveyor* are similar to features on Earth known to be caused by flowing water. This water is thought to seep out from beneath the surface of Mars.



## Exploring Mars

Two of the most successful missions in recent years were the 1996 launchings of the *Mars Global Surveyor* and the *Mars Pathfinder*. *Surveyor* orbited Mars, taking high-quality photos of the planet's surface as shown in **Figure 18**. *Pathfinder* descended to the Martian surface, using rockets and a parachute system to slow its descent. Large balloons absorbed the shock of landing. *Pathfinder* carried technology to study the surface of the planet, including a remote-controlled robot rover called Sojourner. Using information gathered by studying photographs taken by *Surveyor*, scientists determined that water recently had seeped to the surface of Mars in some areas.



**What type of data were obtained by the Mars Global Surveyor?**

Another orbiting spacecraft, the *Mars Odyssey* began mapping the surface of Mars in 2002. Soon after, its data confirmed the findings of *Surveyor*—that Martian soil contains frozen water in the southern polar area. The next step was to send robots to explore the surface of Mars. Twin rovers named *Spirit* and *Opportunity* were launched in 2003 with schedules to reach their separate destinations on Mars in January 2004. Their primary goals are to analyze Martian rocks and soils to tell scientists more about Martian geology and provide clues about the role of water on Mars. Future plans include *Phoenix* in 2008, a robot lander capable of digging over a meter into the surface.



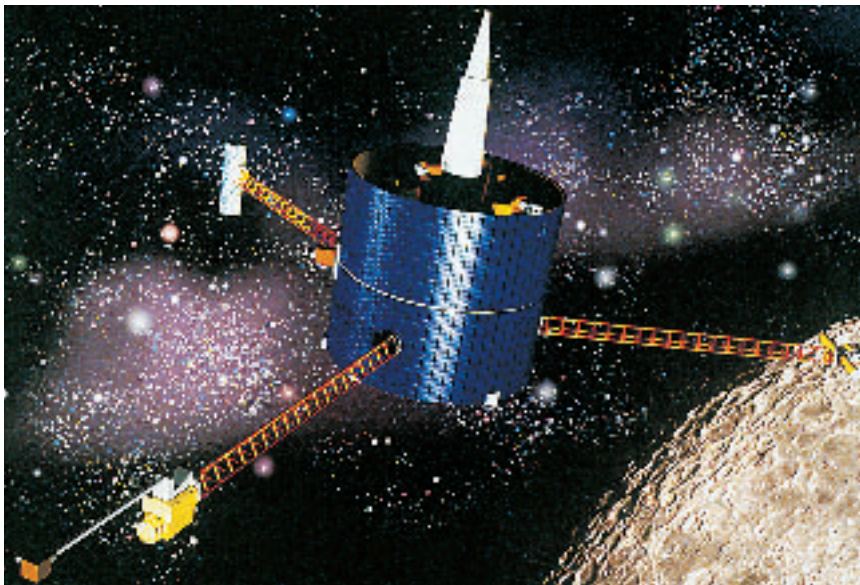
## New Millennium Program

To continue space missions into the future, NASA has created the New Millennium Program (NMP). The goal of the NMP is to develop advanced technology that will let NASA send smart spacecraft into the solar system. This will reduce the amount of ground control needed. They also hope to reduce the size of future spacecraft to keep the cost of launching them under control. NASA's challenge is to prove that certain cutting-edge technologies, as well as mission concepts, work in space.

## Exploring the Moon

Does water exist in the craters of the Moon's poles? This is one question NASA intends to explore with data gathered from the *Lunar Prospector* spacecraft shown in **Figure 19**. Launched in 1998, the *Lunar Prospector*'s one-year mission was to orbit the Moon, mapping its structure and composition. Data obtained from the spacecraft indicate that water ice might be present in the craters at the Moon's poles. Scientists first estimated up to 300 million metric tons of water may be trapped as ice, and later estimates are much higher. In the permanently shadowed areas of some craters, the temperature never exceeds  $-230^{\circ}\text{C}$ . Therefore water delivered to the Moon by comets or meteorites early in its history could remain frozen indefinitely.

At the end of its mission, *Lunar Prospector* was deliberately crashed into a lunar crater. Using special telescopes, scientists hoped to see evidence of water vapor thrown up by the collision. None was seen, however scientists still believe that much water ice is there. If so, this water would be useful if a colony is ever built on the Moon.



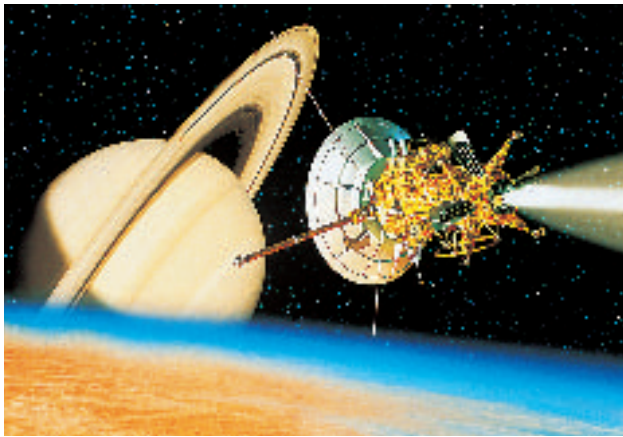


**Topic: New Millennium Program**

Visit [red.msscience.com](http://red.msscience.com) for Web links to information about NASA's New Millennium Program.

**Activity** Prepare a table listing proposed missions, projected launch dates, and what they will study.

**Figure 19** The *Lunar Prospector* analyzed the Moon's composition during its one-year mission.  
**Explain** why *Lunar Prospector* was deliberately crashed on the Moon.



**Figure 20** *Cassini* is currently on its way to Saturn. After it arrives, it will spend four years studying Saturn and its surrounding area.

## Cassini

In October 1997, NASA launched the space probe *Cassini*. This probe's destination is Saturn. *Cassini*, shown in **Figure 20**, will not reach its goal until 2004. At that time, the space probe will explore Saturn and surrounding areas for four years. One part of its mission is to deliver the European Space Agency's *Huygens* probe to Saturn's largest moon, Titan. Some scientists theorize that Titan's atmosphere may be similar to the atmosphere of early Earth.

(t)David Ducros/Science Photo Library/Photo Researchers, (o)NASA

**The Next Generation Space Telescope** Not all space missions involve sending astronauts or probes into space. Plans are being made to launch a new space telescope that is capable of observing the first stars and galaxies in the universe. The *James Webb Space Telescope*, shown in **Figure 21**, will be the successor to the *Hubble Space Telescope*. As part of the Origins project, it will provide scientists with the opportunity to study the evolution of galaxies, the production of elements by stars, and the process of star and planet formation. To accomplish these tasks, the telescope will have to be able to see objects 400 times fainter than those currently studied with ground-based telescopes such as the twin Keck telescopes. NASA hopes to launch the *James Webb Space Telescope* as early as 2010.

**Figure 21** The *James Webb Space Telescope* honors the NASA administrator who contributed greatly to the Apollo Program. It will help scientists learn more about how galaxies form.





**Everyday Space Technology** Many people have benefited from research done for space programs. Medicine especially has gained much from space technology. Space medicine led to better ways to diagnose and treat heart disease here on Earth and to better heart pacemakers. A screening system that works on infants is helping eye doctors spot vision problems early. Cochlear implants that help thousands of deaf people hear were developed using knowledge gained during the space shuttle program.

Space technology can even help catch criminals and prevent accidents. For example, a method to sharpen images that was devised for space studies is being used by police to read numbers on blurry photos of license plates. Equipment using space technology can be placed on emergency vehicles. This equipment automatically changes traffic signals as an emergency vehicle approaches intersections, so that crossing vehicles have time to stop safely. A hand-held device used for travel directions is shown in **Figure 22**.



**Figure 22** Global Positioning System (GPS) technology uses satellites to determine location on Earth's surface.

### Reading Check

*How have research and technology developed for space benefited people here on Earth?*

## section 3 review

### Summary

#### The Space Station

- A space station is an orbiting laboratory.
- The new *International Space Station (ISS)* is being built with the aid of 16 nations.
- The space shuttle transports astronauts, satellites, and other materials to and from the *ISS*.

#### Exploring Mars and the Moon

- The *Mars Global Surveyor* orbited Mars and the *Mars Pathfinder* studied its surface.
- *Lunar Prospector* orbited the Moon, mapping its structure and composition.
- Recent data indicate that water ice crystals may exist in shadows of lunar craters.

#### Future Missions

- The *Cassini* probe is scheduled to explore Saturn and its moons.
- The successor to the *Hubble* will be the *James Webb Space Telescope*.

### Self Check

1. **Identify** the main advantage of the space shuttle.
2. **Describe** the importance of space shuttle-*Mir* docking missions.
3. **Explain** how *International Space Station* is used.
4. **Identify** three ways that space technology is a benefit to everyday life.
5. **Think Critically** What makes the space shuttle more versatile than earlier spacecraft?

### Applying Math

6. **Solve One-Step Equations** *Voyager 1* had about 30 kg of hydrazine fuel left in 2003. If it uses about 500 g per year, how long will this fuel last?
7. **Use Percentages** Suppose you're in charge of assembling a crew of 50 people. Decide how many to assign each task, such as farming, maintenance, scientific experimentation, and so on. Calculate the percent of the crew assigned to each task. Justify your decisions.

# Star Sightings

## Goals

- **Record** your sightings of Polaris.
- **Share** the data with other students to calculate the circumference of Earth.

## Data Source



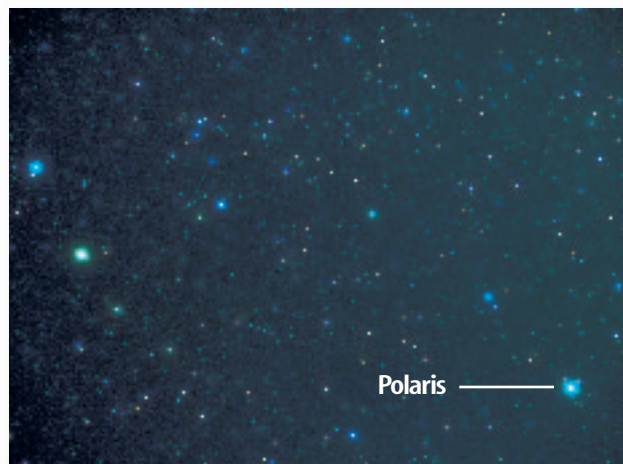
Go to [red.msscience.com/internet\\_lab](http://red.msscience.com/internet_lab) to obtain instructions on how to make an astrolabe. Also visit the Web site for more information about the location of Polaris, and for data from other students.

## Safety Precautions

**WARNING:** Do not use the astrolabe during the daytime to observe the Sun.

## Real-World Question

For thousands of years, people have measured their position on Earth using the position of Polaris, the North Star. At any given observation point, it always appears at the same angle above the horizon. For example, at the north pole, Polaris appears directly overhead, and at the equator it is just above the northern horizon. Other locations can be determined by measuring the height of Polaris above the horizon using an instrument called an astrolabe. Could you use Polaris to determine the size of Earth? You know that Earth is round. Knowing this, do you think you can estimate the circumference of Earth based on star sightings?



## Make a Plan

1. Obtain an astrolabe or construct one using the instructions posted by visiting the link above.
2. **Design** a data table in your Science Journal similar to the one below.

### Polaris Observations

Your Location:

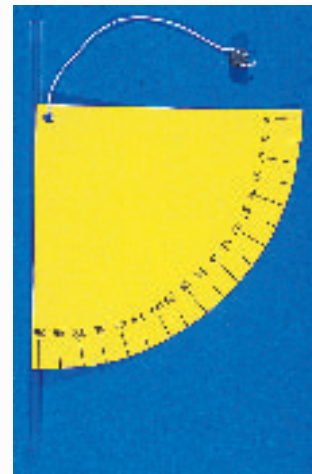
| Date                       | Time | Astrolabe Reading |
|----------------------------|------|-------------------|
| Do not write in this book. |      |                   |
|                            |      |                   |
|                            |      |                   |

## Using Scientific Methods

3. Decide as a group how you will make your observations. Does it take more than one person to make each observation? When will it be easiest to see Polaris?

### Follow Your Plan

1. Make sure your teacher approves your plan before you start.
2. Carry out your observations.
3. **Record** your observations in your data table.
4. Average your readings and post them in the table provided at the link shown below.



### Analyze Your Data

1. **Research** the names of cities that are at approximately the same longitude as your hometown. Gather astrolabe readings from students in one of those cities at the link shown below.
2. **Compare** your astrolabe readings. Subtract the smaller reading from the larger one.
3. **Determine** the distance between your star sighting location and the other city.
4. **Calculate** the circumference of Earth using the following relationship.  
$$\text{Circumference} = (360^\circ) \times (\text{distance between locations}) / \text{difference between readings}$$

### Conclude and Apply

1. **Analyze** how the circumference of Earth that you calculated compares with the accepted value of 40,079 km.
2. **Determine** some possible sources of error in this method of establishing the size of Earth. What improvements would you suggest?

### Communicating Your Data

Find this lab using the link below. **Create** a poster that includes a table of your data and data from students in other cities. **Perform** a sample circumference calculation for your class.

 ScienceOnline

[red.msscience.com/internet\\_lab](http://red.msscience.com/internet_lab)



# Cities in Space

## Should the U.S. spend money to colonize space?

**H**umans have landed on the Moon, and spacecrafts have landed on Mars. But these space missions are just small steps that may lead to a giant new space program. As technology improves, humans may be able to visit and even live on other planets. But is it worth the time and money involved?

Those in favor of living in space point to the International Space Station that already is orbiting Earth. It's an early step toward establishing floating cities where astronauts can live and work. As Earth's population continues to increase and there is less room on this planet, why not expand to other planets or build a floating city in space? Also, the fact that there is little pollution in space makes the idea appealing to many.

Critics of colonizing space think we should spend the hundreds of billions of dollars that it would cost to colonize space on projects to help improve people's lives here on Earth. Building better housing, developing ways to feed the hungry, finding cures for diseases, and increasing funds for education should come first, these people say. And, critics continue, if people want to explore, why not explore right here on Earth, for example, the ocean floor.

**Moon or Mars?** If humans were to move permanently to space, the two most likely destinations would be Mars and the Moon, both bleak places. But those in favor of moving to these places say humans could find a way to make them livable as they have made homes in harsh climates and in many rugged areas here on Earth.

Water may be locked in lunar craters, and photos suggest that Mars once had liquid water on its surface. If that water is frozen underground, humans may be able to access it. NASA is studying whether it makes sense to send astronauts and scientists to explore Mars.

Transforming Mars into an Earthlike place with breathable air and usable water will take much longer, but some small steps are being taken. Experimental plants are being developed that could absorb Mars's excess carbon dioxide and release oxygen. Solar mirrors that could warm Mars's surface are available.

Those for and against colonizing space agree on one thing—it will take large amounts of money, research, and planning. It also will take the same spirit of adventure that has led history's pioneers into so many bold frontiers—deserts, the poles, and the sky.

**Debate** with your class the pros and cons of colonizing space. Do you think the United States should spend money to create space cities or use the money now to improve lives of people on Earth?

Science online

For more information, visit  
[red.msscience.com/time](http://red.msscience.com/time)

### Reviewing Main Ideas

#### Section 1 Radiation from Space

1. The arrangement of electromagnetic waves according to their wavelengths is the electromagnetic spectrum.
2. Optical telescopes produce magnified images of objects.
3. Radio telescopes collect and record radio waves given off by some space objects.

#### Section 2 Early Space Missions

1. A satellite is an object that revolves around another object. The moons of planets are natural satellites. Artificial satellites are those made by people.
2. A space probe travels into the solar system, gathers data, and sends them back to Earth.

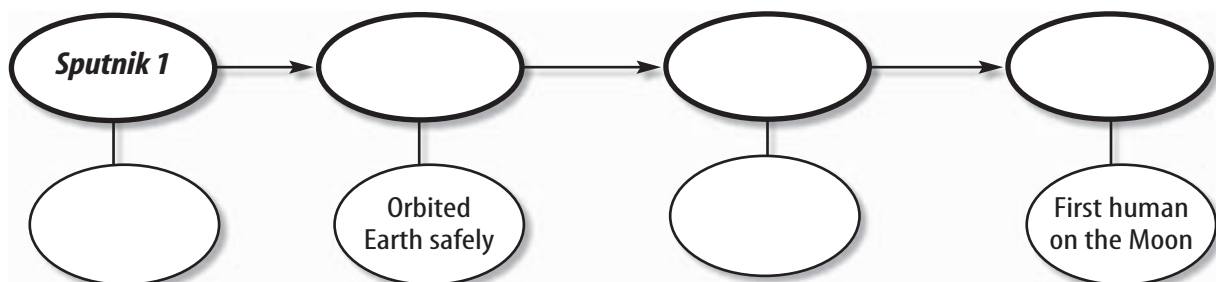
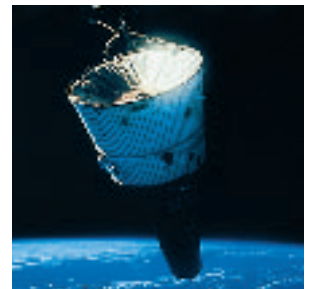
3. American piloted space programs included the Gemini, Mercury, and Apollo Projects.

#### Section 3 Current and Future Space Missions

1. Space stations provide the opportunity to conduct research not possible on Earth. The *International Space Station* is being constructed in space with the cooperation of more than a dozen nations.
2. The space shuttle is a reusable spacecraft that carries astronauts, satellites, and other cargo to and from space.
3. Space technology is used to solve problems on Earth, too. Advances in engineering related to space travel have aided medicine, environmental sciences, and other fields.

### Visualizing Main Ideas

Copy and complete the following concept map about the race to the Moon. Use the phrases: first satellite, Project Gemini, Project Mercury, team of two astronauts orbits Earth, Project Apollo.



## Using Vocabulary

|                                 |                             |
|---------------------------------|-----------------------------|
| electromagnetic spectrum p. 409 | reflecting telescope p. 410 |
| observatory p. 410              | refracting telescope p. 410 |
| orbit p. 417                    | rocket p. 415               |
| Project Apollo p. 422           | satellite p. 417            |
| Project Gemini p. 421           | space probe p. 418          |
| Project Mercury p. 421          | space shuttle p. 423        |
| radio telescope p. 413          | space station p. 424        |

Fill in the blanks with the correct vocabulary word(s).

- A(n) \_\_\_\_\_ telescope uses lenses to bend light.
- A(n) \_\_\_\_\_ is an object that revolves around another object in space.
- \_\_\_\_\_ was the first piloted U.S. space program.
- A(n) \_\_\_\_\_ carries people and tools to and from space.
- In the \_\_\_\_\_, electromagnetic waves are arranged, in order, according to their wavelengths.
- What was *Sputnik I*?  
 A) the first telescope  
 B) the first artificial satellite  
 C) the first observatory  
 D) the first U.S. space probe
- Which kind of telescope can be used during the day or night and during bad weather?  
 A) radio  
 B) electromagnetic  
 C) refracting  
 D) reflecting
- When fully operational, what is the maximum number of people who will crew the *International Space Station*?  
 A) 3  
 B) 7  
 C) 15  
 D) 50
- Which space mission's goal was to put a spacecraft into orbit and bring it back safely?  
 A) Project Mercury  
 B) Project Apollo  
 C) Project Gemini  
 D) *Viking I*
- Which of the following is a natural satellite of Earth?  
 A) *Skylab*  
 B) the space shuttle  
 C) the Sun  
 D) the Moon
- Which spacecraft has sent images of Venus to scientists on Earth?  
 A) *Voyager*  
 B) *Viking*  
 C) *Apollo 11*  
 D) *Magellan*
- Which kind of telescope uses mirrors to collect light?  
 A) radio  
 B) electromagnetic  
 C) refracting  
 D) reflecting
- What does the space shuttle use to place a satellite into space?  
 A) liquid-fuel tank  
 B) booster rocket  
 C) mechanical arm  
 D) cargo bay
- What part of the space shuttle is reused?  
 A) liquid-fuel tanks  
 B) *Gemini* rockets  
 C) booster engines  
 D) Saturn rockets

## Checking Concepts

Choose the word or phrase that best answers the question.

- Which spacecraft has sent images of Venus to scientists on Earth?  
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## Thinking Critically

15. **Compare and contrast** the advantages of a moon-based telescope with an Earth-based telescope.
16. **Infer** how sensors used to detect toxic chemicals in the space shuttle could be beneficial to a factory worker.
17. **Drawing Conclusions** Which do you think is a wiser method of exploration—space missions with people onboard or robotic space probes? Why?
18. **Explain** Suppose two astronauts are outside the space shuttle orbiting Earth. The audio speaker in the helmet of one astronaut quits working. The other astronaut is 1 m away and shouts a message. Can the first astronaut hear the message? Support your reasoning.
19. **Make and Use Tables** Copy and complete the table below. Use information from several resources.

### United States Space Probes

| Probe            | Launch Date(s)                    | Planets or Objects Visited |
|------------------|-----------------------------------|----------------------------|
| Vikings 1 and 2  | <b>Do not write in this book.</b> |                            |
| Galileo          |                                   |                            |
| Lunar Prospector |                                   |                            |
| Pathfinder       |                                   |                            |

20. **Classify** the following as a satellite or a space probe: *Cassini*, *Sputnik I*, *Hubble Space Telescope*, space shuttle, and *Voyager 2*.
21. **Compare and contrast** space probes and artificial satellites.

## Performance Activities

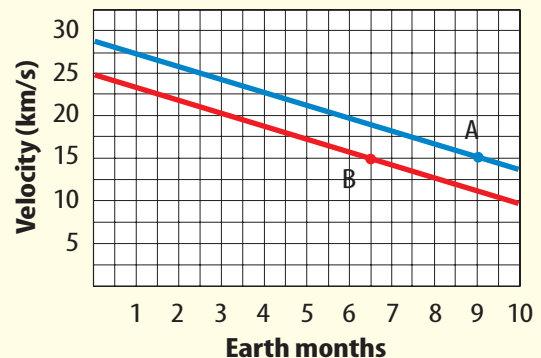
22. **Display** Make a display showing some of the images obtained from the *Hubble Space Telescope*. Include samples of three types of galaxies, nebulae, and star clusters.

## Applying Math

23. **Space Communications** In May 2003 *Voyager 1* was 13 billion km from the Sun. Calculate how long it takes for a signal to travel this far assuming it travels at  $3 \times 10^8$  m/s.

Use the graph below to answer question 24.

### Average Velocities of Satellites A & B



24. **Satellite Orbits** The graph above predicts the average velocities of satellites A and B in orbit around a hypothetical planet. Because of contact with the planet's atmosphere, their velocities are decreasing. At a velocity of 15 km/s their orbits will decay and they will spiral downwards to the surface. Using the graph, determine how long will it take for each satellite to reach this point?
25. **Calculate Fuel** A spacecraft carries 30 kg of hydrazine fuel and uses an average of 500 g/y. How many years could this fuel last?
26. **Space Distances** Find the distance in AUs to a star 68 light-years (LY) distant. (1 LY =  $6.3 \times 10^4$  AUs)

**Part 1 Multiple Choice**

Record your answers on the answer sheet provided by your teacher or on a sheet of paper.

Use the figure below to answer question 1.



- Which type of telescope is shown above?
  - refracting
  - radio
  - reflecting
  - space
- Who was the first human in space?
  - Edwin Aldrin
  - John Glenn
  - Neil Armstrong
  - Yuri Gagarin
- Which is an engine that can launch an object into space?
  - space probe
  - shuttle
  - capsule
  - rocket
- Which is the speed of light in a vacuum?
  - 300 km/s
  - 300,000 km/s
  - 3,000 km/s
  - 30,000 km/s
- Which of the following is an advantage of space telescopes?
  - They are cheaper to build.
  - They have fewer technical problems.
  - They obtain higher quality images.
  - They can be repaired easily.

**Test-Taking Tip**

**Making Answers** Do not mark the test booklet when taking the test. Be sure to mark ALL answers on your answer sheet and leave no blanks.

- Which type of radiation has a shorter wavelength than visible light does?
  - ultraviolet
  - microwaves
  - infrared
  - radio waves
- Which space probe visited Mars?
  - Viking 1
  - Mariner 2
  - Magellan
  - Pioneer 10
- Which United States space program included several lunar landings?
  - Gemini
  - Mercury
  - Apollo
  - space shuttle

Examine the diagram below. Then answer questions 9–11.



- What is the name of the curved path that the satellite follows?
  - an orbit
  - a rotation
  - a revolution
  - a track
- Which force pulls the satellite toward Earth?
  - the Moon's gravity
  - Earth's gravity
  - the Sun's gravity
  - Earth's magnetic field
- Imagine that the satellite in the diagram above started to orbit at a slower speed. Which of the following probably would happen to the satellite?
  - It would fly off into space.
  - It would crash into the Moon.
  - It would crash into the Sun.
  - It would crash into Earth.

## Part 2 Short Response/Grid In

Record your answers on the answer sheet provided by your teacher or on a sheet of paper.

12. Explain the difference between a space probe and a satellite that is orbiting Earth.
13. Why was the flight of *Sputnik 1* important?
14. List four ways that satellites are useful.
15. How are radio telescopes different from optical telescopes?

Use the table below to answer questions 16–19. The table includes data collected by *Mars Pathfinder* on the third Sol, or Martian day, of operation.

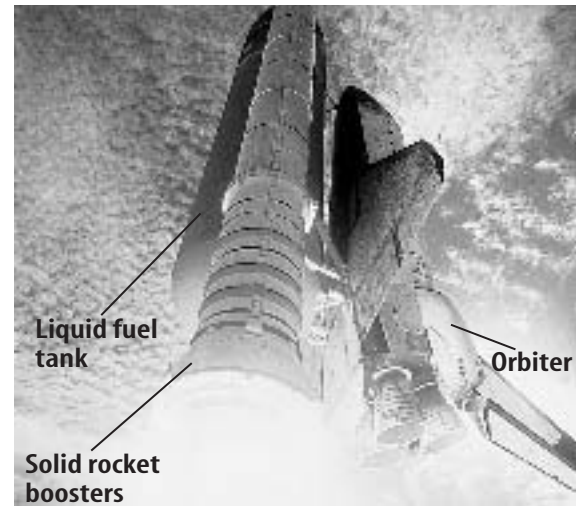
| Sol 3 Temperature Data from Mars Pathfinder |                     |                     |                      |
|---------------------------------------------|---------------------|---------------------|----------------------|
| Proportion of Sol                           | Temperature (°C)    |                     |                      |
|                                             | 1.0 m above surface | 0.5 m above surface | 0.25 m above surface |
| 3.07                                        | −70.4               | −70.7               | −73.4                |
| 3.23                                        | −74.4               | −74.9               | −75.9                |
| 3.33                                        | −53.0               | −51.9               | −46.7                |
| 3.51                                        | −22.3               | −19.2               | −15.7                |
| 3.60                                        | −15.1               | −12.5               | −8.9                 |
| 3.70                                        | −26.1               | −25.7               | −24.0                |
| 3.92                                        | −63.9               | −64.5               | −65.8                |

16. Which proportion of sol value corresponds to the warmest temperatures at all three heights?
17. Which proportion of sol value corresponds to the coldest temperatures at all three heights?
18. What is the range of the listed temperature values for each distance above the surface?
19. Explain the data in the table. Why do the temperatures vary in this way?

## Part 3 Open Ended

Record your answers on a sheet of paper.

Use the diagram below to answer question 20.



20. Explain the purpose of each of the labeled objects.
21. List four advancements in technology directly attributable to space exploration and how they have impacted everyday life on Earth.
22. What are the advantages of having reusable spacecraft? Are there any disadvantages? Explain.
23. What is the *International Space Station*? How is it used?
24. What are the advantages of international cooperation during space exploration? Are there disadvantages?
25. Explain how the voices of astronauts onboard the space shuttle can be heard on Earth.
26. List several benefits and costs of space exploration. Do you think that the benefits of space exploration outweigh the costs? Explain why you do or do not.