

# NTI Day 13

## LCMS 7<sup>th</sup> Grade



Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Ain't I a Woman?

By Sojourner Truth

*Directions: Read the passage and answer the questions that follow.*

Sojourner Truth (1797-1883) was an African American women's rights activist and abolitionist who fought for end slavery. Truth was born into slavery but escaped to freedom in 1826. "Ain't I a Woman" is her most famous speech, which she delivered without preparation at the Ohio Women's Rights Convention in 1851. Two versions of Truth's speech exist today. The original version of the speech, which appears below, was transcribed by an attendant of Truth's speech, William Robinson. Truth collaborated with Robinson on the transcription before it was published. The second version, which is in brackets, is an inaccurate representation of Truth's speech, was transcribed by Frances Dana Gage who did not collaborate with Truth before its publication in 1863 and 1881. As you read, take notes on what evidence Truth presents to support her claim that women should have equal rights.

- [1] May I say a few words? I want to say a few words about this matter.

I am a woman's rights.

I have as much muscle as any man, and can do as much work as any man.

I have plowed and reaped<sup>1</sup> and husked and chopped and mowed, and can any man do more than that?

- [5] I have heard much about the sexes being equal; I can carry as much as any man, and can eat as much too, if I can get it.

I am as strong as any man that is now.

As for intellect, all I can say is, if women have a pint and man a quart<sup>2</sup> — why can't she have her little pint full?

You need not be afraid to give us our rights for fear we will take too much, for we can't take more than our pint'll hold.

The poor men seem to be all in confusion, and don't know what to do.



*"Sojourner truth c1870" by Randall Studio is in the public domain.*

- [10] Why children, if you have woman's rights, give it to her and you will feel better.

1. to cut or gather a crop or harvest
2. One quart is equivalent to two pints.

You will have your own rights, and they won't be so much trouble.

I can't read, but I can hear.

I have heard the bible and have learned that Eve<sup>3</sup> caused man to sin.

Well if woman upset the world, do give her a chance to set it right side up again.

[15] The Lady has spoken about Jesus, how he never spurned<sup>4</sup> woman from him, and she was right.

When Lazarus<sup>5</sup> died, Mary and Martha came to him with faith and love and besought him to raise their brother.

And Jesus wept — and Lazarus came forth.

And how came Jesus into the world?

Through God who created him and woman who bore him.<sup>6</sup>

[20] Man, where is your part?

But the women are coming up blessed be God and a few of the men are coming up with them.

But man is in a tight place, the poor slave is on him, woman is coming on him, and he is surely between a hawk and a buzzard.

*"Ain't I a Woman?" by Sojourner Truth (1851) is in the public domain.*

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3. According to the Bible, Eve gives Adam fruit from a tree that God has forbidden them from eating from.
  4. **Spurn (verb):** to reject someone because you think they are beneath you
  5. a follower of Jesus and the brother of Mary and Martha
  6. In the Bible, the mother of Jesus is portrayed as a virgin.

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement describes the main argument of Truth's speech?
  - A. Women would be able to accomplish more than men, if given the proper rights.
  - B. Men will eventually be forced to give women the rights they have been fighting for.
  - C. Men shouldn't continue denying or fearing women's access to equal rights.
  - D. Women have been unfairly blamed for men's troubles in the world.
  
2. PART B: Which detail from the speech best supports the answer to Part A?
  - A. "I have heard much about the sexes being equal; I can carry as much as any man, and can eat as much too, if I can get it." (Paragraph 5)
  - B. "You need not be afraid to give us our rights for fear we will take too much, for we can't take more than our pint'll hold." (Paragraph 8)
  - C. "I can't read, but I can hear. / I have heard the bible and have learned that Eve caused man to sin." (Paragraphs 12-13)
  - D. "Through God who created him and woman who bore him. / Man, where is your part?" (Paragraphs 19-20)
  
3. How does the following quote contribute to the development of ideas in the speech? "As for intellect, all I can say is, if women have a pint and man a quart — why can't she have her little pint full?" (Paragraph 7)
  - A. It highlights the intellectual differences that Truth believes exist between men and women.
  - B. It reveals that Truth wishes for women to have the same access to education as men because she believes they are less intelligent.
  - C. It shows how men fear giving women equal rights because they know women are more intelligent than them.
  - D. It emphasizes how men shouldn't worry about giving women equal rights if they truly believe that women are less intelligent.
  
4. How does Truth's discussion of the Bible and religion contribute to her defense of women's rights?

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## Discussion Questions

*Write*  
**Directions:** ~~Brainstorm~~ *Write* your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. According to Truth's speech, how do you think she was treated unfairly because of her gender? How do you think her experiences with inequality as a black woman compare to the experiences of white women? Have you ever been treated unfairly due to your identity?
2. In her speech, Truth describes men and women as being capable of completing the same work. How are men and women treated differently, despite completing the same work? What are modern-day examples of this problem?

## NTI Day 13

### Section 3

#### Complete the Following Activities

##### Meeting People

- Take notes over each person at least three bullets per person.

##### Building Vocab

- Write each definition

##### Reading Strategy

- Read the directions for the reading strategy and complete the diagram.

##### Section 3 Review

- Complete Section 2 Review Questions 1-5 on PG 429.







# The Mongols in China

NTI Day 13

## Get Ready to Read!

### What's the Connection?

As a complex culture developed in China, a northern enemy waited to attack.

### Focusing on the Main Ideas

- Genghis Khan and his sons built the Mongol Empire, which stretched from the Pacific Ocean to Eastern Europe. (page 424)
- The Mongols conquered China and created a new dynasty that tried to conquer Japan and began trading with the rest of Asia. (page 428)

### Locating Places

Mongolia (mahn•GOH•lee•uh)  
 Gobi (GOH•bee)  
 Karakorum (KAHR•uh•KOHR•uhm)  
 Khanballiq (KAHN•buh•LEEK)  
 Beijing (BAY•JIHNG)

### Meeting People

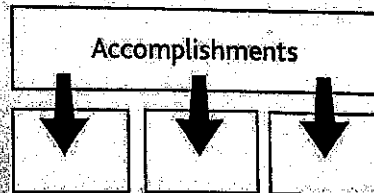
Genghis Khan  
 (GEHNG•guhs KAHN)  
 Kublai Khan (KOO•BLUH KAHN)  
 Marco Polo  
 (MAHR•koh POH•loh)

### Building Your Vocabulary

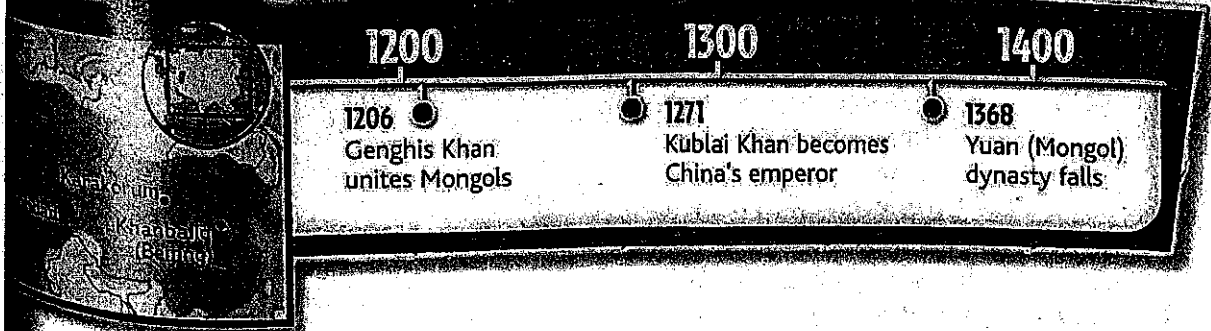
tribe  
 steppe (STHP)  
 terror (TEHR•uhr)

### Reading Strategy

**Organizing Information** Use a diagram like the one below to show the accomplishments of Genghis Khan's reign.



## When & Where?



# The Mongols

**Main Idea** Genghis Khan and his sons built the Mongol Empire, which stretched from the Pacific Ocean to Eastern Europe.

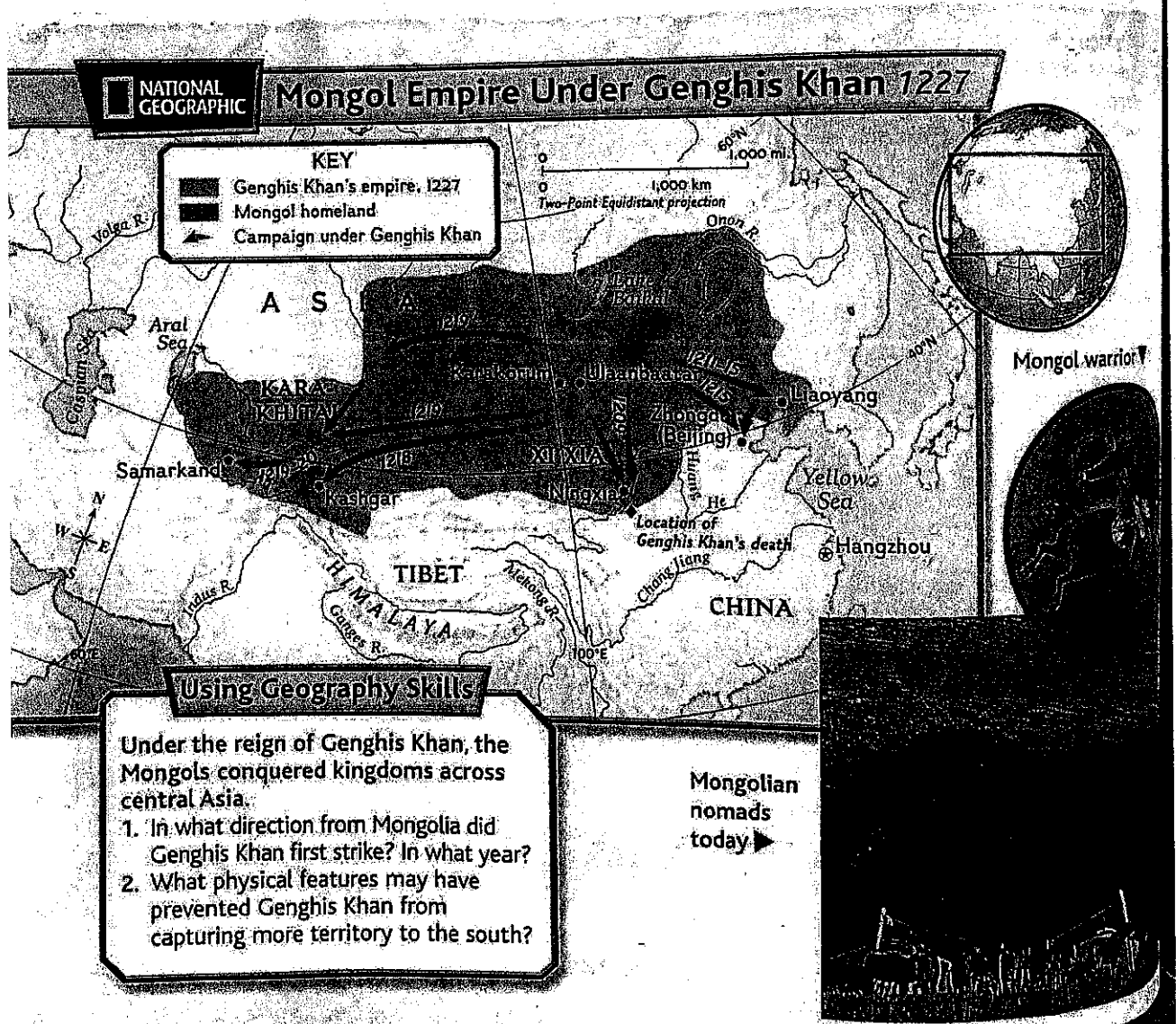
**Reading Focus** Have you ever had the chance to ride a horse? For thousands of years, the horse was the most important form of transportation in the world. Read to learn how one people used their skills as horse riders to build a vast empire.

The Mongols lived in an area north of China called Mongolia (mahn•GOH•lee•uh). They were made up of tribes, or groups of related families, loosely joined together. The Mongols raised cattle, goats, sheep, and

horses. They followed their herds as the animals grazed Mongolia's great steppes (STEPHS). Steppes are wide rolling grassy plains that stretch from the Black Sea to northern China.

From an early period in their history, the Mongols were known for two things. One was their ability to ride horses well. Mongols practically lived on horseback, learning to ride at age four or five.

The other skill for which the Mongols were known was the ability to wage war. They could fire arrows at enemies from a distance while charging at them. Then they would attack with spears and swords.



## Who Was Genghis Khan?

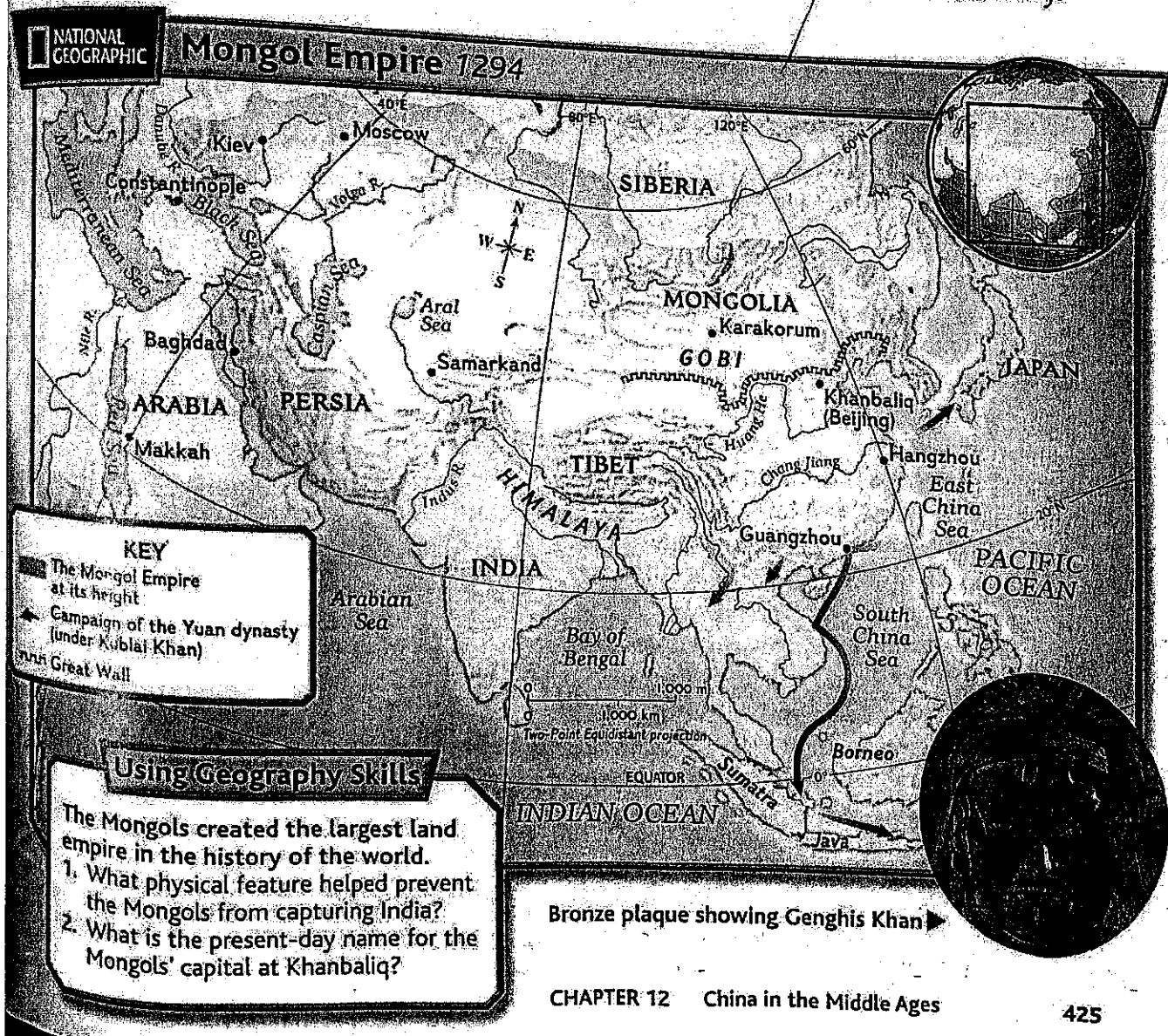
The man who would unite the Mongols was born in the 1160s. He was named Temujin (teh•MOO•juhn), which means "blacksmith." Temujin showed his leadership skills early. He was still a young man when he began to unite the Mongol tribes.

In 1206 a meeting of Mongol leaders took place somewhere in the Gobi (GOH•bee), a vast desert that covers parts of Mongolia and China. At that meeting, Temujin was elected Genghis Khan (GEHNG•guhs KAHN), which means "strong ruler." Genghis Khan brought together Mongol laws in a new code. He also created a group

of tribal chiefs to help him plan military campaigns. From the time of his election until the end of his life, Genghis Khan fought to conquer the lands beyond Mongolia.

Genghis Khan gathered an army of more than 100,000 warriors. He placed his soldiers into well-trained groups. Commanding them were officers chosen for their abilities, not for their family ties. These changes made the Mongols the most skilled fighting force in the world at that time.

Genghis Khan began building his empire by conquering other people on the steppes. These victories brought him wealth and new soldiers to fill the army.





▲ In the battle scene shown here, Mongol troops storm across the Chang Jiang on a bridge made of boats. After conquering northern China, what areas did the Mongols attack?

Soon the Mongols were strong enough to attack major civilizations. In 1211 Mongol forces turned east and invaded China. Within three years, they had taken all of northern China. They then moved west and struck at the cities and kingdoms that controlled parts of the Silk Road.

Genghis Khan and his Mongol warriors became known for their cruelty and use of **terror** (TEHR•uhr). Terror refers to violent actions that are meant to scare people into surrendering, or giving up. Mongol warriors attacked, robbed, and burned cities. Within a short time, the Mongols became known for their fierce ways, and many people surrendered to them without fighting.

**The Mongol Empire** Genghis Khan died in 1227. His large empire was divided among his four sons. Under their leadership, the

empire continued to expand. The Mongols swept into parts of eastern and central Europe. They also conquered much of southwest Asia. In 1258 the famous Muslim city of Baghdad fell to the Mongols. Mongol armies then pushed through Syria and Palestine to Egypt. They were finally stopped by the Muslim rulers of Egypt in 1260.

The Mongols united all of these different territories under their rule. Their empire reached from the Pacific Ocean in the east to Eastern Europe in the west and from Siberia in the north to the Himalaya in the south. It was the largest land empire the world had ever known.

Despite widespread destruction, the Mongols eventually brought peace to the lands they ruled. Peace encouraged trade, which helped the Mongols. Many of Asia's trade routes now lay in Mongol hands. The Mongols taxed the products traded over these roads and, as a result, grew wealthy.

The Mongols felt great respect for the advanced cultures they conquered. Sometimes they even adopted some of the beliefs and customs they encountered. For example, the Mongols in southwest Asia accepted Islam and adopted Arab, Persian, and Turkish ways.

The Mongols also learned many things from the Chinese. As they battled Chinese troops, they learned about gunpowder and its use as an explosive. They also saw the Chinese use the fire lance, a weapon that used gunpowder. Quickly, the Mongols adopted both gunpowder and the fire lance for use in battle. These new weapons made Mongol armies even more frightening to their enemies.

**✓ Reading Check** Analyze What military and economic reasons explain why the Mongols were able to build an empire so quickly?

## Mongol Rule in China

**Main Idea** The Mongols conquered China and created a new dynasty that tried to conquer Japan and began trading with the rest of Asia.

**Reading Focus** What does it mean to be tolerant? Read to find out how the Mongols used tolerance to rule the Chinese.

In 1260 the Mongols named Genghis Khan's grandson, Kublai, to be the new khan, or ruler. Kublai Khan (KOO • BLUH KAHN) continued the Mongol conquest of China that his father had begun. In 1264 Kublai moved his capital from Karakorum

in Mongolia to Khanbaliq in northern China. Today the modern city of Beijing (BAY • JIHNG) stands on the site of the Mongols' Chinese capital.

**What Did the Mongols Do in China?** In 1271 Kublai Khan decided to become China's next emperor. Within 10 years, the Mongols had conquered southern China and put an end to the Song dynasty. Kublai Khan started the Yuan (YOO • AHN) dynasty. Yuan means "beginning," and its name showed that the Mongols wanted to rule China for a long time. But the Yuan dynasty would last only about 100 years. Kublai would rule for 30 of those years.

Kublai Khan gave Mongol leaders the top jobs in China's government, but he knew he needed Chinese scholar-officials to run the government. So he let many of the Chinese keep their government jobs.

The Mongols were different from the Chinese in many ways. They had their own language, laws, and customs. This kept them separate from Chinese society. The Mongols were rulers at the top of Chinese society, but they did not mix with the Chinese people.

Like many Chinese, the Mongols were Buddhists. They were tolerant, however, of other religions. For example, Kublai Khan invited Christians, Muslims, and Hindus from outside China to practice their faiths and to win converts.

Under Mongol rule, China reached the height of its wealth and power. Its splendor drew foreigners who came to China over the Silk Road. Khanbaliq, the capital, became known for its wide streets, beautiful palaces, and fine homes.

One of the most famous European travelers to reach China was Marco Polo (MAHR • koh POH • loh). He came from the city of Venice in Italy. Kublai Khan was

### Primary Source

#### Kublai Khan's Park

Marco Polo recorded a description of the luxury in which Kublai Khan lived.

"[The palace wall] encloses and encircles fully sixteen miles of parkland well watered with springs and streams ... Into

this park there is no entry except by way of the palace. Here the Great Khan keeps game animals of all sorts ... to provide food for the gerfalcons [large, arctic falcons] and other falcons which he has in here in mew [an enclosure]."

—Marco Polo, "Kublai Khan's Park, c. 1275"



▲ Kublai Khan presents golden tablets to Marco Polo



#### Document-Based Question

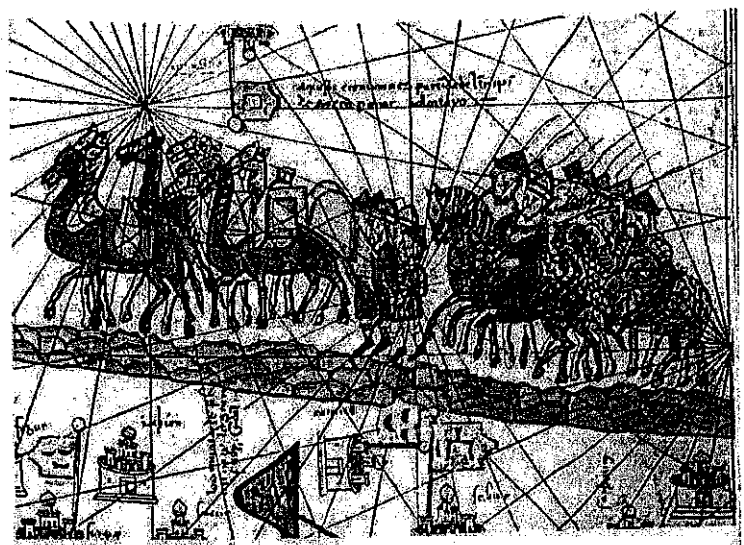
Why did Kublai Khan keep game animals—ones hunted for sport or food—in his park?



fascinated by Marco Polo's stories about his travels. For about 16 years, Kublai sent Polo on many fact-finding trips. When Polo finally returned to Europe, he wrote a book about his adventures. His accounts of the wonders of China amazed Europeans.

**Trade and Conquest** The Mongols ruled a large empire that stretched from China to eastern Europe. As a result, China prospered from increased trade with other areas. Goods such as silver, spices, carpets, and cotton flowed in from Europe and other parts of Asia. In return, China shipped out tea, silk, and porcelain. Europeans and Muslims also brought Chinese discoveries, such as steel, gunpowder, and the compass, back to their homelands.

The Mongols enlarged China's empire and conquered Vietnam and northern Korea. The rulers of Korea, called the Koryo, remained in power because they accepted



▲ This drawing from a historic map shows Marco Polo's journey along the Silk Road. *From what European city did Marco Polo travel?*

Mongol control. The Mongols forced thousands of Koreans to build warships. These ships were used by the Mongols to invade Japan. You will read about the Mongol invasions of Japan in a later chapter.

**Reading Check** Identify Who founded the Yuan dynasty?

## Section 3 Review

### History Online

Study Central! Need help with the material in this section? Visit [jaglercoe.com](http://jaglercoe.com)

### Reading Summary

Review the Main Ideas

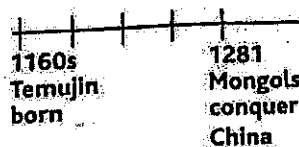
- Under leaders such as Genghis Khan and his sons, the Mongol Empire expanded until it stretched from the Pacific Ocean to Eastern Europe, and from Siberia south to the Himalaya.
- Kublai Khan conquered China, which led to increased trade between China and other parts of the world.

### What Did You Learn?

- Who was Marco Polo?
- What areas did the Mongols conquer?

### Critical Thinking

- Sequencing Information** Draw a time line like the one below. Fill in details to show the Mongols' rise to power in China.



- Analyze** How did the Mongols use terror in their conquests?
- Summarize** How did the Mongols benefit from their contact with the Chinese?
- Descriptive Writing** Imagine you are Marco Polo visiting Kublai Khan in Khanbaliq. Write a journal entry describing some of the things you are learning about the Mongol Empire under Kublai Khan.

### NTI Day 13: Experimental Probability

**Probability:** Measures the likelihood that the event will occur. We use the following formula to determine probability

$$P(\text{event}) = \frac{\text{Number of outcomes in the event}}{\text{Number of outcomes in the sample space}}$$

- 1) A Jeweler sells necklaces made in three sizes and two different metals. Use the data to find the experimental probability that the necklace sold is a 20-inch gold necklace.

|      | Silver | Gold |
|------|--------|------|
| 12in | 12     | 22   |
| 16in | 16     | 8    |
| 20in | 5      | 12   |

- 2) A dentist has 400 male and female patients that range in ages from 10 years old to 50 years old and up as shown in the table. What is the experimental probability that the next patient will be female and in the age range 22-39

|        | Range 10-21 | Range 22-39 | Range 40-50 | Range 50+ |
|--------|-------------|-------------|-------------|-----------|
| Male   | 44          | 66          | 32          | 53        |
| Female | 36          | 50          | 45          | 74        |

The school store sells spiral notebooks in four colors and three different sizes. The table shows the sales by size and color for 400 notebooks.

|           | Red | Green | Blue | Yellow |
|-----------|-----|-------|------|--------|
| 100 pages | 55  | 37    | 26   | 12     |
| 150 pages | 60  | 44    | 57   | 27     |
| 200 pages | 23  | 19    | 21   | 19     |

3. What is the experimental probability that the next customer buys a red notebook with 150 pages?

4. What is the experimental probability that the next customer buys and red notebooks?



**Instructions:**

Complete all the items on pages 1-3 below.

## Systems Thinking

People use bikes to get from place to place every day. Do they realize that what they are riding is actually a well-designed system? A system is made up of parts that work together to perform a specific function. Study the following diagram of a bicycle. All the parts work together in order for the bike to function properly.

### Parts of a Bicycle

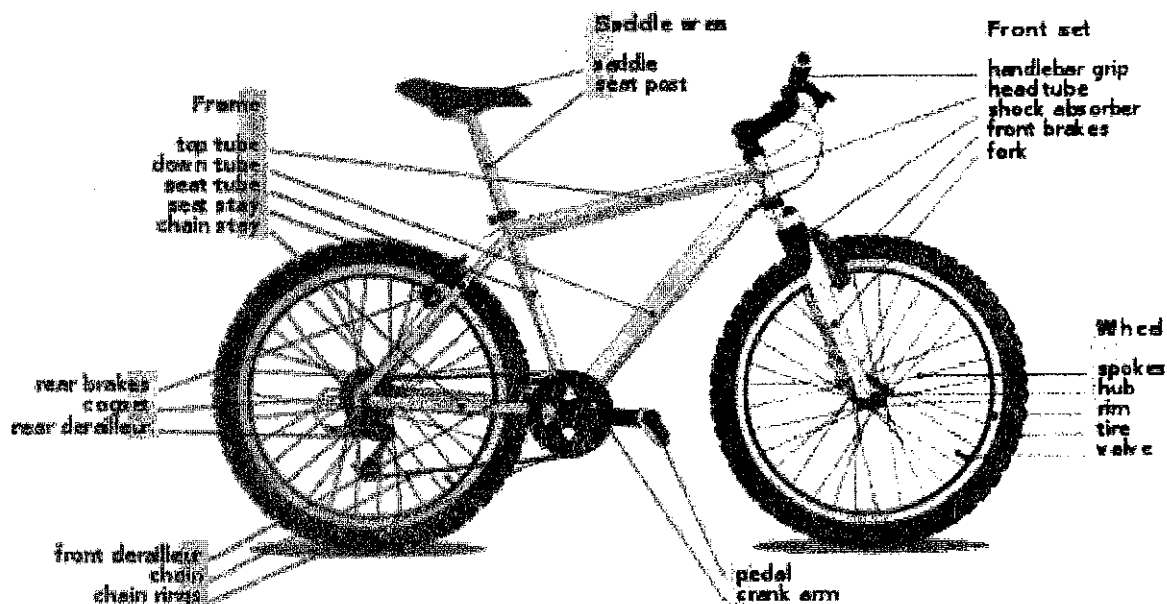


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Consider what would happen if one component of the bike system failed or broke. Choose one component of the bike and share how removing this part would impact the system. How would it change the overall function of the bike? If I removed the \_\_\_\_\_, the results would be

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A bike is one example of a system. We use systems thinking when we look at how things work together to perform a task or function. For example, consider a honeybee. It has many parts that work together that enable it to do amazing things. The honey bee is an example of a system. If the focus is only on the bee's external parts as a system, what would be the system boundary?

### The Honeybee



Observe all the external parts of the bee. Complete the following t-chart by listing the structures, or body parts, of a honeybee and their function. In other words, describe the role of each component in the system.

| Body Part | Job/Function |
|-----------|--------------|
|           |              |

Select one component of the bee system and explain how the removal of the component would affect the system.

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Although the honeybee is very small, it is part of much bigger systems that include you and me! Bees do many wonderful things, like pollinate flowers and make tasty honey. However, they also are known to cause a little bit of pain to humans.

Picture all the living and nonliving things you might find in an area near a garden. Make a list of plants, animals and some nonliving things (not man made) that might exist in this ecosystem.

Complete the table explaining how the bee is **helping** or is **being helped** from the system component.

[illegible]

