

**NTI Day 15**

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



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

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

**Jesse Owens**

By Shelby Ostergaard

2018

Directions: Read the passage and answer the questions.

James Cleveland "Jesse" Owens (1913-1980) was an African American track and field athlete. Owens won four gold medals at the Summer Olympics in Germany in 1936. In this informational text, Shelby Ostergaard provides additional information about Owens' life and success in the Olympics. As you read, it focuses on the challenges that Owens faced in sports and in life.

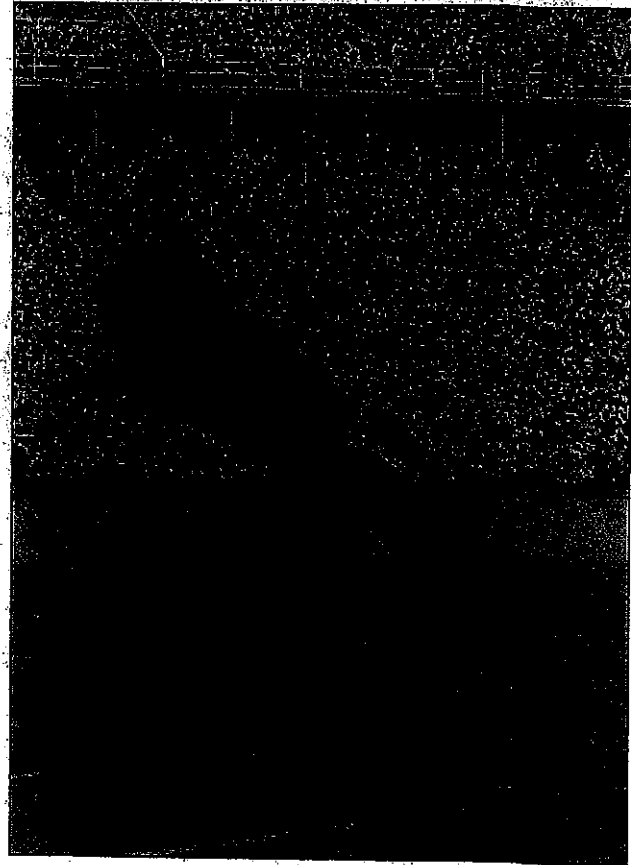
- [1] Jesse Owens could run. He could run faster and jump longer than anyone in the world. But when he set out to prove this at the Summer Olympics in Berlin in 1936, no one wanted him there. No one wanted him running that race. He wasn't even welcome in the country, let alone the stadium. But Jesse Owens was an expert at overcoming hurdles and blazing his own path forward. He was determined to compete, no matter how many barriers were in his way.

**Early Life**

Jesse Owens was born on September 12, 1913, in the town of Oakville, Alabama, but he moved to Cleveland, Ohio, when he was nine. He was actually named James Cleveland Owens and nicknamed J.C. — but in Ohio, one of his teachers couldn't understand his thick Southern accent. She thought he called himself Jesse. It stuck.

His athletic career began at East Technical High School. He won three track and field events while competing in the 1933 National Interscholastic Championships. He went on to race for Ohio State University and was later nicknamed "The Buckeye Bullet," as Ohio is known as the Buckeye State. While at university, he matched one world record in the 100-yard dash and broke three others: the long jump, the 220-yard dash, and the 220-yard low hurdles. Owens was used to winning. He competed in 42 different collegiate events in 1935 and won all of them.

Owens was a star track performer in college, but he also faced major challenges. His school did not offer scholarships for track and field, as the sport was not as well respected back then, so Owens had to work a series of jobs throughout college to pay for his tuition. In addition, the University did not allow Owens to live on campus because of his race. Owens, like many African Americans during this time period, was subject to racist treatment and was often discriminated against.



"Jesse Owens3" by Unknown is in the public domain.



Despite his achievements as a national hero, Owens was still a black man in a deeply divided and racially segregated United States. He faced discrimination and aggression when he returned home. Even as a gold-winning Olympic athlete, he wasn't allowed to ride in the front of the bus. He couldn't use the front door to enter public buildings. He couldn't raise his family where he wanted. Jesse Owens wasn't invited to shake hands with Adolf Hitler after his biggest win, but he wasn't invited to shake hands with President Franklin Delano Roosevelt, either.

He eventually set up a public relations and marketing business in Chicago, Illinois, and traveled the country to speak at conventions and other business gatherings. He encouraged individual achievement, regardless of race, class, or creed.<sup>6</sup> His speeches often called back to why he fell in love with running in the first place — it was something he could do himself without having to rely on others to allow him to do it.

Jesse Owens died in 1980 from cancer. His accomplishments continue to inspire even after his passing. It is difficult to achieve something that you have never seen someone else achieve. Before Jesse Owens, there were few black athletes whose success shown so bright. Jesse Owens was celebrated around the world and cheered on by people of every race. He did not let the opinions of anyone hold him back or stop him from running.

*"Jesse Owens" by Shelby Ostergaard. Copyright © 2018 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.*

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6. the beliefs that a person lives by



5. What is the relationship between Jesse Owens' attitude and his success as a runner?

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## NTI Day 15

### Section 1 Early Japan

#### 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. List the Basics of Shinto Religion.

### Section 4 Review

- Complete Section 1 Review Questions 1-5 on PG 490.



# Early Japan

## Get Ready to Read!

### What's the Connection?

During the Middle Ages, another civilization developed in East Asia. It arose on the islands of Japan off the coast of the Korean Peninsula.

### Focusing on the Main Ideas

- Japan's mountains and islands isolated Japan and shaped its society. (page 485)
- Japan was settled by people who came from northeast Asia. They were organized into clans and ruled by warriors. (page 486)
- Prince Shotoku created Japan's first constitution and borrowed many ideas from China. (page 488)
- The Japanese religion called Shinto was based on nature spirits. (page 490)

### Locating Places

Japan (juh•PAN)

Hokkaido (hah•KY•doh)

Honshu (HAHN•shoo)

Shikoku (shih•KOH•koo)

Kyushu (kee•OO•shoo)

### Meeting People

Jomon (JOH•mohn)

Yayoi (YAH•yoy)

Jimmu (jeem•mu)

Shotoku (shoh•TOH•koo)

### Building Your Vocabulary

clan (KLAN)

constitution

(KAHN•stuh•TOO•shuhn)

animism (A•nuh•mih•zuhn)

shrine (SHRYN)

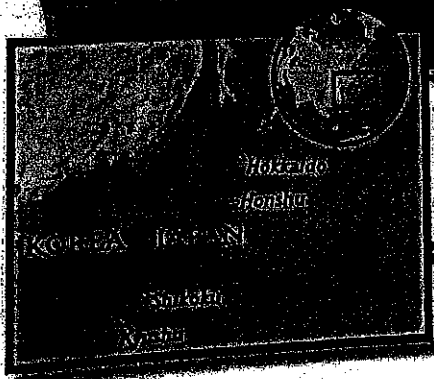
### Reading Strategy

**Organizing Information** Create a diagram to show the basics of the Shinto religion.



NATIONAL GEOGRAPHIC

## What & Where?



A.D. 300

c. A.D. 300

Yayoi people organize into clans

A.D. 500

c. A.D. 550

Yamato clan rules most of Japan

A.D. 700

A.D. 646

Taika reforms strengthen emperor's power



## The First Settlers

**Fact:** Japan was settled by people who came from northeast Asia. They were organized into clans and ruled by warriors.

**Reading Focus:** Do you have many relatives? Do your relatives all come together to do things? Read to learn how the early Japanese people were organized into groups made up of people who were all related to each other.

Japan's earliest people probably came from northeast Asia between 30,000 and 10,000 B.C. At that time, Japan was joined to the Asian continent by land. These early people hunted animals and gathered wild plants. They used fire and stone tools, and they lived in pits dug into the ground.

**Who Were the Jomon?** In about 5000 B.C., these wandering groups began to develop a culture. They made clay pottery, using knotted cords to make designs on the clay's surface. Today, this culture is called **Jomon** (JOH•mohn), which means "cord marks" in the Japanese language. Modern archaeologists have found many pieces of Jomon pottery throughout Japan. Over time, the

Jomon people settled in fishing villages along the coast. Fishing became their way of life.

## Why Are the Yayoi Important?

The Jomon culture lasted until about 300 B.C. At that time, a new group of people appeared in Japan. Modern archaeologists have named this culture **Yayoi** (YAH•yoy), after the place in Japan where they first dug up its artifacts.

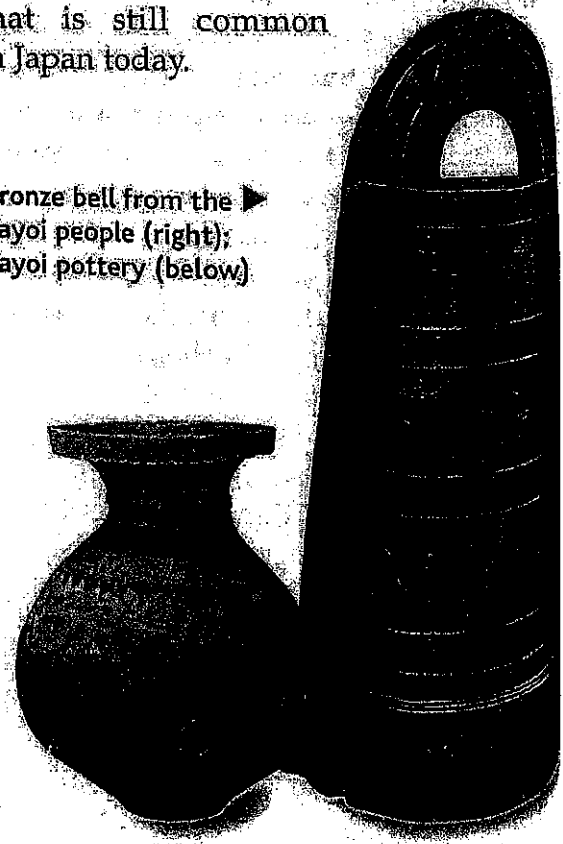
The Yayoi were the ancestors of the Japanese people. They introduced farming to Japan and practiced a number of skills that they may have learned from the Chinese and Koreans. They made pottery on a potter's wheel and grew rice in paddies. A paddy is a rice field that is flooded when rice is planted and drained for the harvest.

The Yayoi also were skilled in metalworking. They made axes, knives, and hoes from iron, and swords, spears, and bells from bronze. Bells were used in religious rituals—a practice that is still common in Japan today.



◀ Female figurine from the Jomon culture (left); Jomon vase (below)

▶ Bronze bell from the Yayoi people (right); Yayoi pottery (below)





## Prince Shotoku's Reforms

**Summary** Prince Shotoku created Japan's first constitution and borrowed many ideas from China.

**Reading Focus** When you try something new, are you tempted to use what someone else has done as a model? Read to find out how Shotoku used China as a model for his reforms in Japan.

About A.D. 600, a Yamato prince named Shotoku (shoh • TOH • koo) took charge of Japan on behalf of his aunt, the empress Suiko (swee • koh). He wanted to create a strong government, and he looked to China

as an example of what to do. You remember that in China, a powerful emperor ruled with the help of trained officials chosen for their abilities.

To reach this goal for Japan, Shotoku created a constitution (KAHN • stuh • TOH • shuhn), or a plan of government. Shotoku's constitution gave all power to the emperor, who had to be obeyed by the Japanese people. He also created a bureaucracy and gave the emperor the power to appoint the officials. The constitution listed rules for working in the government. The rules were taken from the ideas of Confucius.

Shotoku also wanted Japan to learn from China's brilliant civilization. He sent officials and students to China to study. The Japanese not only learned about Buddhist teaching but also absorbed a great deal about Chinese art, medicine, and philosophy.

Shotoku ordered Buddhist temples and monasteries to be built throughout Japan. One of them, called Horyuji (HOHR • yoo • jee), still stands. It is Japan's oldest temple and the world's oldest surviving wooden building.

After Shotoku, other officials continued to make Japan's government look like China's. In A.D. 646 the Yamato began the Taika, or Great Change. They divided Japan into provinces, or regional districts, all ruled by officials who reported to the emperor. In addition, all land in Japan came under the emperor's control.

Clan leaders could direct the farmers working the land, but they could not collect taxes anymore. Instead, government officials were to gather part of the farmers' harvest in taxes for the emperor. Together with Shotoku's reforms, this plan created Japan's first strong central government.

**Reading Check** Identify What happened during the Great Change?

### Primary Source

#### Japan's New Constitution

This is part of the constitution created by Shotoku.

"Harmony is to be cherished, and opposition for opposition's sake must be avoided as a matter of principle....

When an imperial command is given, obey it with reverence. The sovereign is likened to heaven, and his subjects are likened to earth. With heaven providing the cover and earth supporting it, the four seasons proceed in orderly fashion, giving sustenance to all that which is in nature. If earth attempts to overtake the functions of heaven, it destroys everything.

Cast away your ravenous desire for food and abandon your covetousness [envy] for material possessions. If a suit is brought before you, render a clear-cut judgement....

Punish that which is evil and encourage that which is good."

—Prince Shotoku,  
"The Seventeen Article Constitution"

### DBQ Document-Based Question

To what are the emperor and his subjects compared?

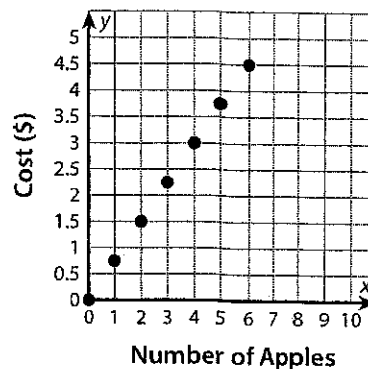




# Interpreting Graphs of Proportional Relationships

- The graph shows the cost of apples at a local market. Use the graph to answer problems 1–3.

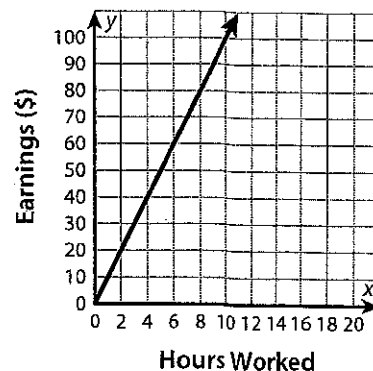
- ① What is the cost of 1 apple and of 3 apples?  
How do you know?



- ② What does the point (0, 0) represent in this context?
- ③ What does the point (2, 1.5) represent in this context?

- The graph shows Manuela's earnings for the number of hours she spends tutoring. Use the graph to answer problems 4 and 5.

- ④ How much does Manuela earn for each hour of tutoring?  
Explain.



- ⑤ Write an equation that shows the relationship between Manuela's earnings,  $y$ , and hours,  $x$ .



## Day 15 NTI

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

*Instructions: Read and complete the following tasks with the resources provided.*

**Background:** A high school class is studying various reasons that people get sick. The teacher, Mr. Martinez, has assigned a project in which students research common illnesses and give a short presentation. Two students, Emily and Jared, are working together to research the flu virus when they discover that there is some debate about whether viruses are actually living or not. Mr. Martinez suggests that they investigate this topic more deeply and present evidence for other students in the class to decide what they think. Emily made a table comparing the flu virus to several living and nonliving things her class had studied. Jared made a simple diagram modeling how a virus reproduces. Emily and Jared presented the resources and gave their classmates the task below.

**Your Task:** Assume you are a student in Emily and Jared’s class. Carefully analyze and interpret the figures they have provided below, then make a claim about whether the Influenza A virus is living or not and support your claim with evidence and reasoning based on patterns in the data that Emily and Jared provided.

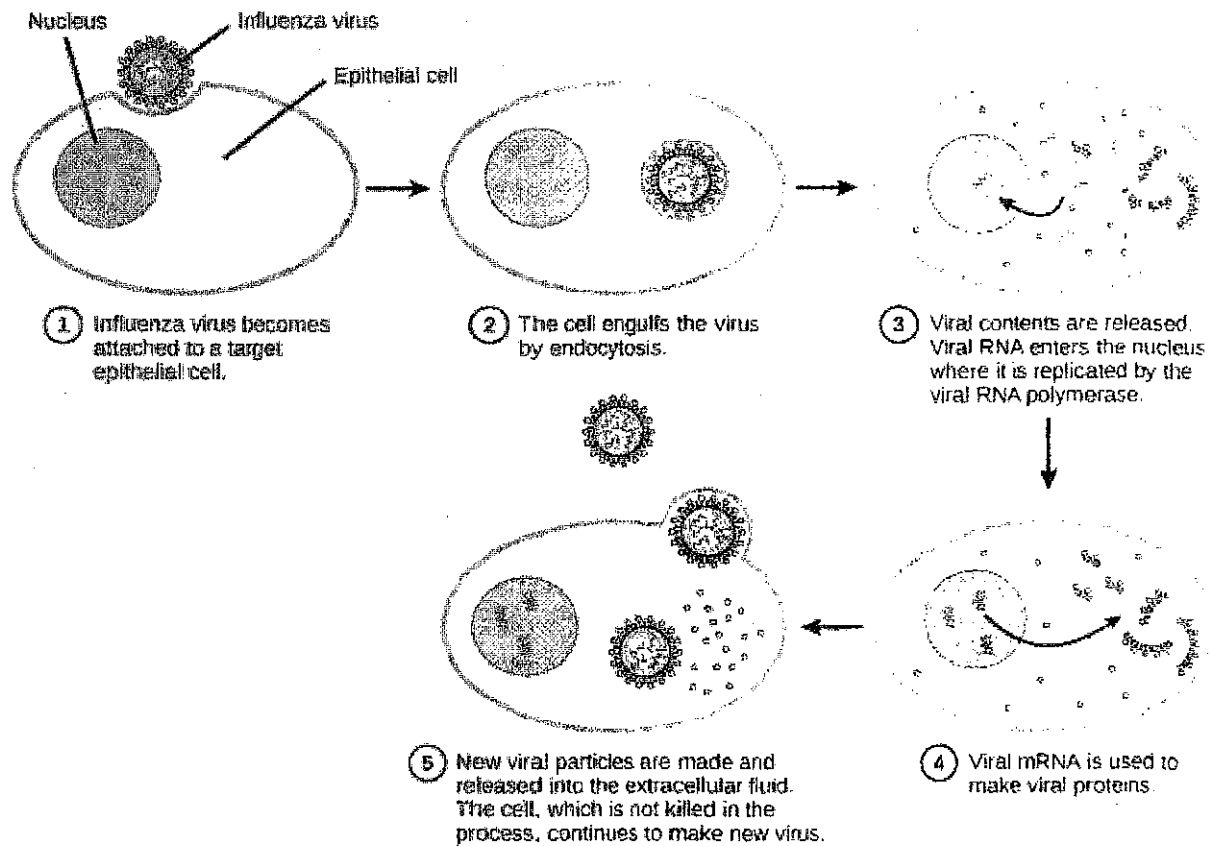
**Claim** - State your basic claim in a single sentence.

**Evidence & Reasoning** - Be sure to use evidence from Figure 1 and Figure 2. Your reasoning should explain why each piece of evidence supports your claim. Focus only on evidence provided; don't use evidence from outside sources or background knowledge.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



Figure 2 - Jared's Model



Viruses by Charles Molnar and Jane Gair is licensed under a Creative Commons Attribution 4.0 International License

**Explanation of Terms from Figure 2**

Epithelial cell	For example, cells that line the inside of the mouth in humans
Endocytosis	Process of a cell taking in some material
Viral RNA	Genetic information of a virus
Extracellular Fluid	Environment outside the epithelial cell

