

7th Grade NTI DAY #21

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Day 21 NTI
7th Grade Science

Instructions:

1. Go out into your yard, sit on your porch or take a walk in the woods. Take a family member or two if you want.
2. Use a watch, clock or timer to time how long you make observations. I would recommend at least 15 minutes at minimum, but you may collect data for longer, if you like.
3. Watch and listen to some birds and collect data in the following table, use a tally mark each time you make the observation.
4. You may have some rows that have many tally marks, and some that have none at all. That is fine and not a problem and how real science works.

Bird Observations

Heard a Bird Sing/make noises	
Saw a different brightly colored bird, such as red, yellow, blue, or orange.	
Saw a bird or a pair of birds appear to dance/strut.	
Saw a bird or pair of birds diving.	
Saw a bird or pair of birds nodding their heads.	
Saw a bird or pair of birds flapping their wings but not really flying a distance of more than 3 or 4 feet.	
Saw one bird bring another bird a piece of food	
Saw one bird feed another bird.	
Saw one bird or a pair of birds building a nest.	
Total Time of Observations	

Complete the following 3 items.

-



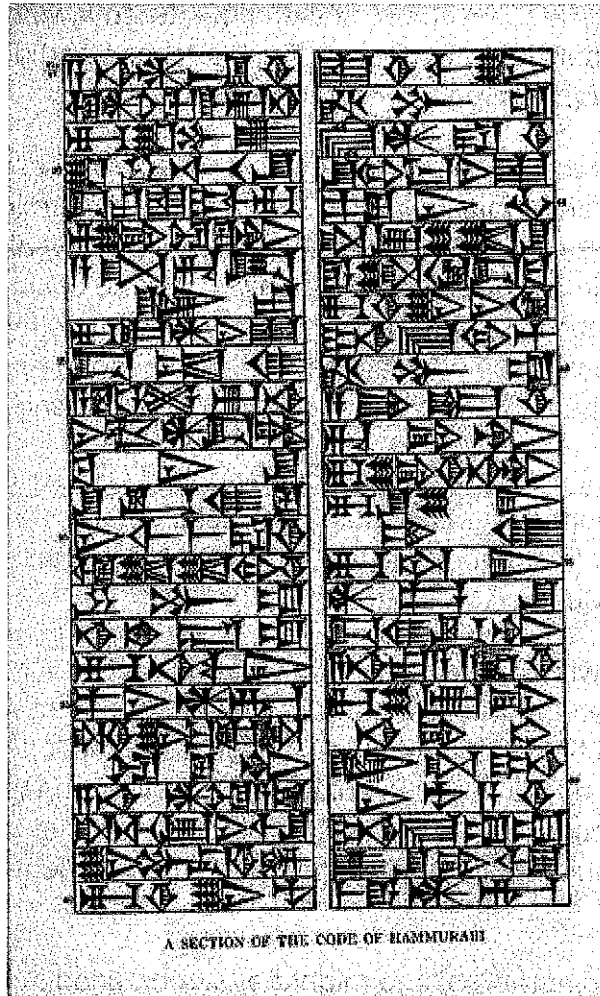
The Code of Hammurabi

by ReadWorks

7th Grade Social Studies

Clark/Bloomfield

NTI Day 21



Section of the Code of Hammurabi

We may take for granted the existence of written laws. Many people grow up with the understanding that certain laws exist. If you fail to stop at a stop sign in your car, you will likely receive a fine. Refusal to pay your taxes can result in a prison sentence. In some states, killing another human being can even result in the death penalty.

The U.S. Constitution, the supreme law of the United States of America, was written to ensure that everyone knows the laws of living in this country. Instead of allowing a single ruler to impose his or her will, people are required to follow a set of written laws. Breaking them comes with certain punishments. Based on the code of laws, a judge determines the punishment for a particular crime. Committing murder is a much larger crime than running a red light. Thus, the punishment for murder is much greater than failing to stop at a red light.

Written laws existed long before the U.S. Constitution. Historians trace the creation of written laws to around 1772 B.C. At that time, what we now consider Iraq was known as Mesopotamia. And the ruler of Mesopotamia was a man named King Hammurabi. Hammurabi was a member of the Babylonian

people. He was also a talented military leader and a smart governor. It was he who is credited with creating the first written laws.

Hammurabi's Code often required the criminal to receive the same injury that he or she had inflicted on a victim in an effort to make the punishment fit the crime. Such laws may seem harsh today, but they were intended to prevent society from descending into chaos and disorder. They helped to advance the rule of law in Mesopotamia.

Hammurabi created 282 laws, which dealt with aspects of everyday life. Crimes came with specific penalties, and many of them were punishable by death. The laws were inscribed on a stone pillar, and became known as Hammurabi's Code. To ensure that everyone knew all 282 laws, they were also probably read aloud in public on a regular basis. That way, no one could be excused for committing a crime because of not knowing the law. Laws in the United States function in a similar way. The United States government usually allows people full access to its laws, so the fact that you don't know that running a red light is illegal in the U.S. does not excuse you from paying a fine for doing so.

One of many differences between Hammurabi's Code and the U.S. Constitution is that the laws in Hammurabi's Code often depended on social standing. Soldiers and noblemen had certain rights that ordinary citizens and poor people did not. Still, the existence of laws prevented a future single ruler from imposing his will on the populace.

Hammurabi's Code also dealt with similar issues that we confront in our own justice system today. The laws covered issues related to trade, marriage, taxes, theft, and murder, among other things. To create the code, the king collected laws from different regions of Mesopotamia and compiled them into a single rulebook. If a person was accused of a crime, that person would face a judge. This judge would determine whether the accused person was innocent or guilty of the crime. If the person was found guilty, then the judge would prescribe the appropriate punishment as written in Hammurabi's Code.

Here's an example of how Hammurabi's Code might have been used in Mesopotamia. Imagine a shepherd is accused of stealing a sheep that was taken from a nobleman's flock. The shepherd and the nobleman are both brought before a judge. The nobleman introduces a witness. The witness claims to have seen the shepherd in the nobleman's field the night before the nobleman realized one of his sheep was missing. Then, the witness says, "The shepherd picked a sheep up and ran off with it in the direction of his own property." The witness is certain it was the same man because she got a good look at the shepherd's face and he was wearing the same hat that he now has on during this "trial." Later, the nobleman points out that the sheep found at the shepherd's place was marked with the nobleman's brand.

In an attempt to defend himself, the shepherd claims he purchased the sheep from a man in town. The shepherd names the man in town, and that man is also brought before the judge. The man says that he has never seen the shepherd and also that he was not selling sheep in the market on the day that the shepherd says he bought the sheep. The man continues to say that he was visiting his daughters. The man's daughters and their husbands act as witnesses and confirm that he was not in the market on said day.

Since the shepherd's story of purchasing a sheep from the marketplace has been cast into doubt by witnesses, the judge determines that he is guilty of stealing the sheep. The judge consults Hammurabi's Code.

Law number eight states: "If any one steals cattle or sheep, or an ass, or a pig or a goat, if it belongs to a god or to the court, the thief shall pay thirtyfold therefor." This means that if a man steals a sheep that's owned by the ruling class in Mesopotamia, he would be required to pay 30 times the amount of the sheep's worth. The law continues: "If they belonged to a freed man of the king he shall pay tenfold; if the thief has nothing with which to pay he shall be put to death." Because the shepherd is found guilty of stealing the sheep from a nobleman and noblemen are considered to be members of the court, the shepherd is required to pay 30 times the cost of the sheep based on the law. According to Hammurabi's Code, if the shepherd does not have enough money to cover his payment, he will be put to death.

Fortunately for the shepherd, he has many other sheep in his flock. He sells 30 of his sheep and pays the nobleman. As a result, the shepherd now has only three sheep left in his flock.

Name: _____ Date: _____

1. What is Hammurabi's Code?

- A. a collection of 282 laws believed to be the first written laws
- B. a group of soldiers and noblemen who lived in ancient Mesopotamia
- C. the ancient idea that a punishment should fit the crime
- D. the punishment for stealing sheep from a nobleman in ancient Mesopotamia

2. What does this passage describe?

- A. the origin and meaning of the word "judge"
- B. what Mesopotamian society was like before written law
- C. the life and death of the Mesopotamian King Hammurabi
- D. the function and influence of the first written laws

3. Read these sentences from the text.

In an effort to make the punishment fit the crime, Hammurabi's Code often required the criminal to receive the same injury that he or she had inflicted on a victim. Such laws may seem harsh today, but they were intended to prevent society from descending into chaos and disorder.

Based on this evidence, what might King Hammurabi have wanted to promote in society?

- A. chaos and confusion
- B. justice and order
- C. anger and violence
- D. wealth and fortune

4. How might Hammurabi's Code have prevented a single ruler from imposing, or forcing, his or her will on people?

- A. by convincing the public that a ruler always wants what is best for the people
- B. by punishing a ruler for trying to change the Code
- C. by forcing a ruler to get people to agree on a new law before adding it to the Code
- D. by preventing the ruler from making up new laws that were not mentioned in the Code

5. What is the main idea of this text?

- ☐ A. In the time of Hammurabi's Code, it was illegal for a shepherd to steal a sheep from the flock of a nobleman.
- B. The U.S. Constitution is mostly based on the ideas and laws mentioned in Hammurabi's Code.
- C. Hammurabi's code and the U.S. Constitution differ in that the laws in Hammurabi's Code often depended on social standing.
- D. Hammurabi's Code was the first collection of written law and advanced the rule of law in Mesopotamia.

6. Why might the author have described the imaginary trial of the shepherd who stole the nobleman's sheep?

- A. to show that the shepherd did not commit the crime of which he was accused
- B. to show that a single ruler could impose his or her will on other people
- C. to show how Hammurabi's Code might apply to a specific situation
- D. to convince the reader that Hammurabi's Code was unfair in its punishments

☐ Choose the answer that best completes the sentence.

All 282 laws of Hammurabi's Code were also probably read aloud in public on a regular basis _____ no one could be excused for committing a crime because of not knowing the law.

- A. although
- B. however
- C. above all
- D. so that

8. What does law number eight of Hammurabi's Code describe the punishment for?

9. In the example of the trial of the shepherd, how did the judge determine the

shepherd's punishment for stealing the nobleman's sheep?

10. Why is it important for laws to be written down? Support your answer with at least two pieces of evidence from the text.

Name: _____ Class: _____

Examination DayBy Henry Slesar
1958

Henry Slesar (1927-2002) was an American author and playwright. He's known for his use of irony and unexpected endings. In this short science fiction story, a boy is required by the government to take an intelligence exam once he turns 12. As you read, take notes on how the parents describe and react to the upcoming exam.

- [1] The Jordans never spoke of the exam, not until their son, Dickie, was twelve years old. It was on his birthday that Mrs. Jordan first mentioned the subject in his presence, and the anxious manner of her speech caused her husband to answer sharply.

"Forget about it," he said. "He'll do all right."

They were at breakfast table, and the boy looked up from his plate curiously. He was an alert-eyed youngster with flat blond hair and a quick, nervous manner. He didn't understand what the sudden tension was about, but he did know that today was his birthday, and he wanted harmony above all. Somewhere in the little apartment there were wrapped, beribboned packages waiting to be opened, and in the tiny wall-kitchen something warm and sweet was being prepared in the automatic stove. He wanted the day to be happy, and the moistness of his mother's eyes, the scowl on his father's face, spoiled the mood of fluttering expectation with which he had greeted the morning.

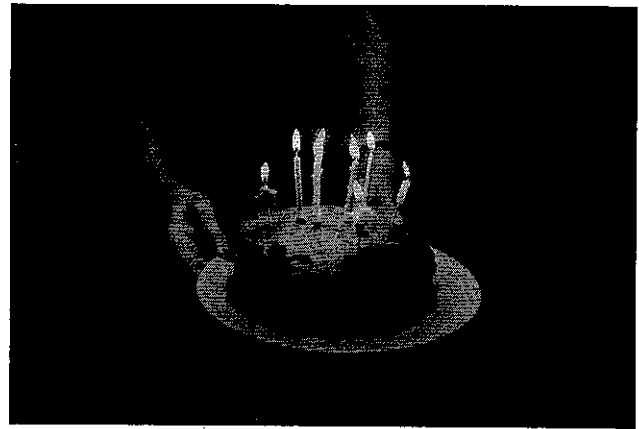
"What exam?" he asked.

- [5] His mother looked at the tablecloth. "It's just a sort of Government Intelligence test they give children at the age of twelve. You'll be taking it next week. It's nothing to worry about."

"You mean a test like in school?"

"Something like that," his father said, getting up from the table. "Go and read your comics, Dickie." The boy rose and wandered towards that part of the living room which had been "his" corner since infancy. He fingered the topmost comic of the stack, but seemed uninterested in the colorful squares of fast-paced action. He wandered towards the window, and peered gloomily at the veil of mist that shrouded¹ the glass.

"Why did it have to rain today?" he said. "Why couldn't it rain tomorrow?"



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1. **Shroud (verb):** to cover so as to hide from view

His father, now slumped into an armchair with the Government newspaper rattled the sheets in vexation.² "Because it just did, that's all. Rain makes the grass grow."

[10] "Why, Dad?"

"Because it does, that's all."

Dickie puckered his brow. "What makes it green, though? The grass?"

"Nobody knows," his father snapped, then immediately regretted his abruptness. Later in the day, it was birthday time again. His mother beamed as she handed over the gaily-colored³ packages, and even his father managed a grin and a rumple-of-the-hair. He kissed his mother and shook hands gravely with his father. Then the birthday cake was brought forth, and the ceremonies concluded.

An hour later, seated by the window, he watched the sun force its way between the clouds.

[15] "Dad," he said, "how far away is the sun?"

"Five thousand miles," his father said.

Dickie sat at the breakfast table and again saw moisture in his mother's eyes. He didn't connect her tears with the exam until his father suddenly brought the subject to light again.

"Well, Dickie," he said, with a manly frown, "you've got an appointment today."

"I know Dad. I hope –"

[20] "Now, it's nothing to worry about. Thousands of children take this test every day. The Government wants to know how smart you are, Dickie. That's all there is to it."

"I get good marks in school," he said hesitantly.

"This is different. This is a - special kind of test. They give you this stuff to drink, you see, and then you go into a room where there's a sort of machine –"

"What stuff to drink?" Dickie said.

"It's nothing. It tastes like peppermint. It's just to make sure you answer the questions truthfully. Not that the Government thinks you won't tell the truth, but it makes sure." Dickie's face showed puzzlement, and a touch of fright. He looked at his mother, and she composed her face into a misty smile.

[25] "Everything will be all right," she said.

"Of course, it will," his father agreed. "You're a good boy, Dickie; you'll make out fine. Then we'll come home and celebrate. All right?"

2. **Vexation** (*noun*): the state of being annoyed, frustrated, or worried

3. bright or cheerful in appearance

"Yes sir," Dickie said.

They entered the Government Educational Building fifteen minutes before the appointed hour. They crossed the marble floors of the great pillared lobby, passed beneath an archway and entered an automatic lift⁴ that brought them to the fourth floor. There was a young man wearing an insignia-less⁵ tunic, seated at a polished desk in front of Room 404. He held a clipboard in his hand, and he checked the list down to the Js and permitted the Jordans to enter.

The room was as cold and official as a courtroom, with long benches flanking metal tables. There were several fathers and sons already there, and a thin-lipped woman with cropped black hair was passing out sheets of paper.

- [30] Mr. Jordan filled out the form, and returned it to the clerk. Then he told Dickie: "It won't be long now. When they call your name, you just go through the doorway at the end of the room." He indicated the portal with his finger.

A concealed loudspeaker crackled and called off the first name. Dickie saw a boy leave his father's side reluctantly and walk slowly towards the door.

At five minutes to eleven, they called the name of Jordan.

"Good luck, son," his father said, without looking at him. "I'll call for you when the test is over."

Dickie walked to the door and turned the knob. The room inside was dim, and he could barely make out the features of the grey-tunicked attendant who greeted him.

- [35] "Sit down," the man said softly. He indicated a high stool beside his desk. "Your name's Richard Jordan?"

"Yes, sir."

"Your classification number is 600-115. Drink this, Richard."

He lifted a plastic cup from the desk and handed it to the boy. The liquid inside had the consistency of buttermilk, tasted only vaguely of the promised peppermint. Dickie downed it, and handed the man the empty cup.

He sat in silence, feeling drowsy, while the man wrote busily on a sheet of paper. Then the attendant looked at his watch, and rose to stand only inches from Dickie's face. He unclipped a penlike object from the pocket of his tunic, and flashed a tiny light into the boy's eyes.

- [40] "All right," he said. "Come with me, Richard."

He led Dickie to the end of the room, where a single wooden armchair faced a multi-dialed computing machine. There was a microphone on the left arm of the chair, and when the boy sat down, he found its pinpoint head conveniently at his mouth.

4. a term for an elevator

5. lacking a symbol or logo

"Now just relax, Richard. You'll be asked some questions, and you think them over carefully. Then give your answers into the microphone. The machine will take care of the rest."

"Yes, sir."

"I'll leave you alone now. Whenever you want to start, just say "ready" into the microphone."

[45] "Yes, sir."

The man squeezed his shoulder, and left.

Dickie said, "Ready."

Lights appeared on the machine, and a mechanism whirred. A voice said: "Complete this sequence. One, four, seven, ten..."

Mr. and Mrs. Jordan were in the living room, not speaking, not even speculating.⁶

[50] It was almost four o'clock when the telephone rang. The woman tried to reach it first, but her husband was quicker.

"Mr. Jordan?"

The voice was clipped: a brisk, official voice.

"Yes, speaking."

"This is the Government Educational Service. Your son, Richard M Jordan, Classification 600-115 has completed the Government examination. We regret to inform you that his intelligence quotient⁷ is above the Government regulation, according to Rule 84 Section 5 of the New Code."

[55] Across the room, the woman cried out, knowing nothing except the emotion she read on her husband's face.

"You may specify by telephone," the voice droned on, "whether you wish his body interred⁸ by the Government, or would you prefer a private burial place? The fee for Government burial is ten dollars."

"Examination Day" by Henry Slesar (c) Henry Selsar 1958. Reprinted by permission of the author's estate.

6. **Speculate (verb):** to form a theory about something without any real evidence

7. a degree or amount of a quality or characteristic

8. to place a corpse in a grave or tomb

Text-Dependent Questions

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

1. PART A: Which statement best expresses a theme of the short story?
 - A. It's better to downplay your own intelligence.
 - B. The government has been known to violate people's rights.
 - C. High intelligence can be viewed as a dangerous thing.
 - D. People have higher expectations for children as they grow up.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "They were at breakfast table, and the boy looked up from his plate curiously. He was an alert-eyed youngster with flat blond hair and a quick, nervous manner." (Paragraph 3)
 - B. "Now, it's nothing to worry about. Thousands of children take this test every day. The Government wants to know how smart you are, Dickie. That's all there is to it." (Paragraph 20)
 - C. "Now just relax, Richard. You'll be asked some questions, and you think them over carefully. Then give your answers into the microphone. The machine will take care of the rest." (Paragraph 42)
 - D. "We regret to inform you that his intelligence quotient is above the Government regulation, according to Rule 84 Section 5 of the New Code." (Paragraph 54)

3. What do the questions Dickie asks his father between paragraphs 6-16 reveal about Dickie's character?
 - A. They suggest that Dickie doesn't usually get along with his father.
 - B. They show how curious Dickie is about how the world works.
 - C. They stress that Dickie isn't as intelligent as he claims.
 - D. They show how much Dickie relies on his father for simple ideas.

4. How does knowledge of the exam affect Dickie's mom and dad?
 - A. Dickie's mom becomes anxious and sad, while Dickie's dad becomes easily irritated.
 - B. Dickie's mom and dad express doubt that their son is ready for the exam.
 - C. Dickie's mom and dad stress about preparing their son for the exam.
 - D. Dickie's mom is not bothered by the exam, while Dickie's dad is upset about it.

5. How does the author use irony to contribute to the story's meaning? Use details from the story to support your answer.



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LESSON
2-1

Multiplying Integers

Reteach

You can use patterns to learn about multiplying integers.

$6(2) = 12$		
$6(1) = 6$	-6	Each product is 6 less than the previous product.
$6(0) = 0$	-6	The product of two positive integers is positive.
$6(-1) = -6$	-6	The product of a positive integer and a negative integer is negative.
$6(-2) = -12$	-6	

Here is another pattern.

$-6(2) = -12$		
$-6(1) = -6$	$+6$	Each product is 6 more than the previous product.
$-6(0) = 0$	$+6$	The product of a negative integer and a positive integer is negative.
$-6(-1) = 6$	$+6$	The product of two negative integers is positive.
$-6(-2) = 12$	$+6$	

Find each product.

1. $1(-2)$

Think: $1 \times 2 = 2$. A negative and a positive integer have a negative product.

2. $-6(-3)$

Think: $6 \times 3 = 18$. Two negative integers have a positive product.

3. $(5)(-1)$

4. $(-9)(-6)$

5. $11(4)$

Write a mathematical expression to represent each situation.

Then find the value of the expression to solve the problem.

6. You are playing a game. You start at 0. Then you score -8 points on each of 4 turns. What is your score after those 4 turns?

7. A mountaineer descends a mountain for 5 hours. On average, she climbs down 500 feet each hour. What is her change in elevation after 5 hours?
