7th Grade NTI DAY #30

Contents:

- **Language Arts**
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- **Science**
- **Social Studies**

School Phone : 606-796-6228

Teams :

Stacey.fite@lewis.kyschools.us
Sara.poeppelman@lewis.kyschool.us
Conner.owens@lewis.kyschools.us
tyler.clark@lewis.kyschools.us
Kelly.bentley@lewis.kyschool.us
Kenny.kegley@lewis.kyschools.us
Karen.jordan@lewis.kyschools.us
Michelle.watson@lewis.kyschools.us
sam.holder@lewis.kyschools.us
sherri.lewis@lewis.kyschools.us
summer.hampton@lewis.kyschools.us
wes.bloomfield@lewis.kyschools.us

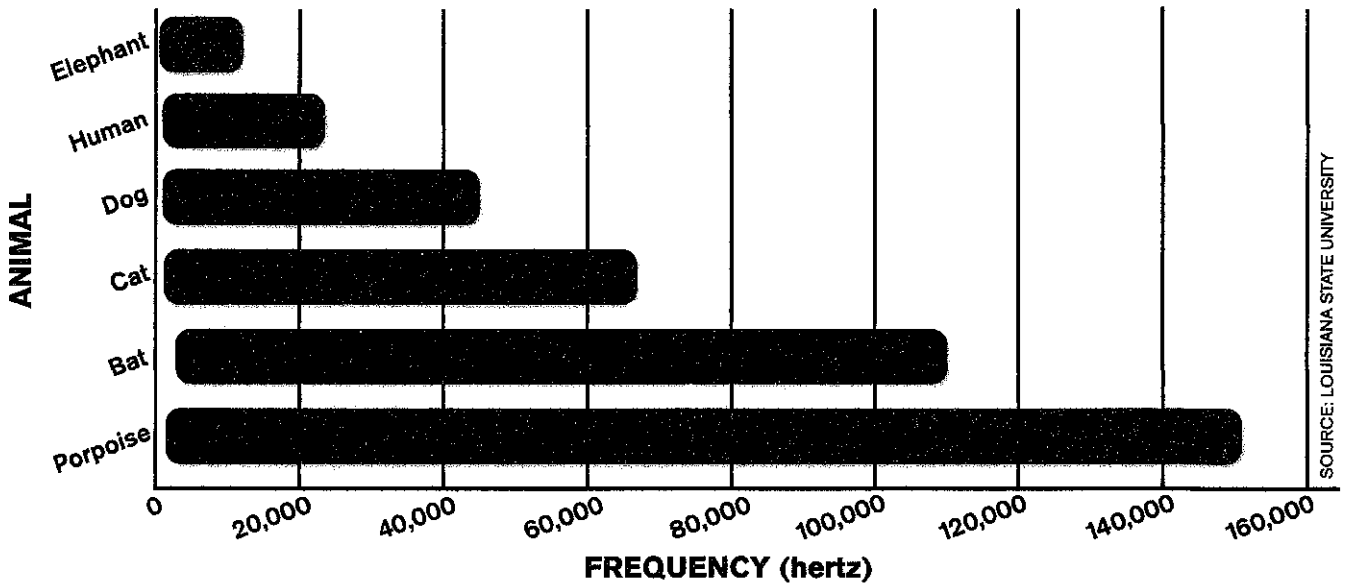
7th Grade Science
Hampton/Ms. P
NTI Day 30

Name: _____

LISTEN UP

In "Batty Ability" (p. 20), you learned how bats' ears are adapted to pick up sound waves to help them navigate. The anatomy of a bat's ear allows the animals to detect sound waves with a *frequency* (number of cycles per second) that's too high for humans to hear. Frequency is usually measured in a unit called *hertz*. The ears of other animals can detect sounds that are too low for humans to pick up. The graph below compares the hearing range of humans with some animal species. Use the graph to answer the questions that follow.

ANIMAL HEARING RANGES



QUESTIONS

1. What is the approximate upper limit of a bat's hearing range?

2. What is the approximate upper limit of a human's hearing range?

3. Ultrasounds are sounds that are above the hearing range of humans. Which animals can hear ultrasounds?

4. Which species can hear the largest range of frequencies?

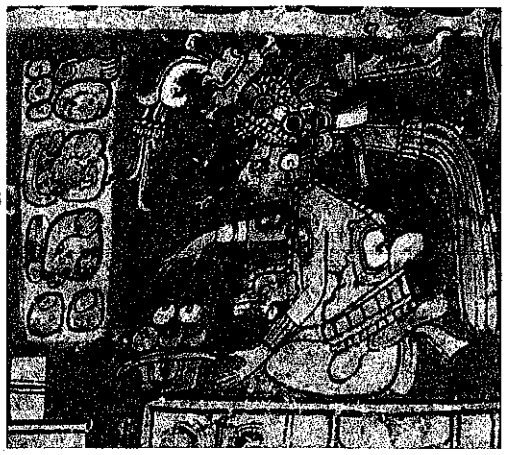
5. Consider what you learned about how bats use sound waves in "Batty Ability." Why is it advantageous for them to have a large hearing range?

7th Grade Social Studies
Clark/Bloomfield
NTI Day 30

Maya Religion

The text is provided courtesy of Vanderbilt University: Center for Latin American S

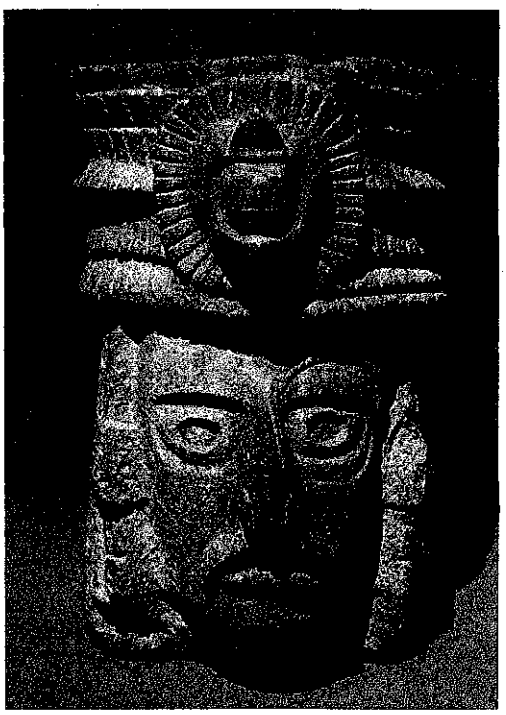
Religion was central to the Maya. Nature was seen as alive, with spirits and deities, and religious stories were used to explain how gods created and sustained the world.



ancient Mayan illustration of Itzamna

The Maya believed that reality was made up of an upper world and underworld. They were linked together by a giant tree, which had its branches in the heavens, and its roots in the underworld. Another Maya explanation was that the world was carried on the back of a giant turtle and that gods lived in the sky and heavens with a watery world below that eventually become the earth. People communicated with the gods through prayers, sacrifices, and visions.

Maya gods were often seen as forces of nature, and since the people were farmers, many of their gods were agricultural. Chac was the god who would bring rain, a most important diety to an agricultural people. Chac was often represented in art with a reptile face and fangs and he carried a lightning ax.



Jebulon (CC BY-SA 4.0)

sculpture of "King of Kabah"

Itzamna was the lord of both day and night. The Maya thought of him as their first priest, the inventor of writing, and the god of medicine. Yum Kaax (pronounced Yoom K'ash) was the god of corn and one of the most important gods to the Maya farmers. He was the father of the Hero Twins whose story is told in the Popol Wuj (pronounced Po-pol Wooh). Ix Chel (Ish-Tshel) was a rainbow goddess, who was associated with healing, childbirth, and foretelling the future.

Many Maya would have an animal spirit guide, but powerful shamans could have more than one guide, and were believed to have the power to transform into an animal. Royalty was often accompanied by a jaguar. Kings were depicted in art as wearing jaguar helmets.

The Maya made sacrifices to their gods, often offerings of food harvests or animals. On high religious holidays, however, people, often captives from war, might be sacrificed. Because they believed that blood nourished the gods, and helped people to connect with animal spirits, the Maya practiced bloodletting. This practice involved cutting a person to make them bleed in a ceremony.

The [kings] were not only the rulers of the people, but also direct conduits who could communicate with the gods. The [kings] would perform many of the rituals for the people so that the gods would be happy with them. The King was often seen as the embodiment of the world tree that connected the people to the gods.

Name: _____ **Date:** _____

1. According to the text, what was central to the Maya?

A. nature

B. reality

C. rituals

D. religion

2. How does the text describe Maya gods?

A. Many Maya gods were related to agriculture and forces of nature.

B. Maya gods were often represented in art with reptile faces and fangs.

C. Maya gods were animal spirit guides, and shamans could transform into gods.

D. Maya gods made corn, and their stories are told in the Popol Wuj.

3. The ancient Maya believed nature was alive. What evidence from the text best supports this conclusion?

A. "The Maya believed that reality was made up of an upper world and underworld."

B. "Maya gods were often seen as forces of nature, and since the people were farmers, many of their gods were agricultural."

C. "Many Maya would have an animal spirit guide, but powerful shamans could have more than one guide . . . ."

D. "The Maya made sacrifices to their gods, often offerings of food harvests or animals."

4. Read these sentences from the text.

"The [kings] were not only the rulers of the people, but also direct conduits who could communicate with the gods. The [kings] would perform many of the rituals for the people so that the gods would be happy with them."

Based on this text, what can you infer about what the ancient Maya believed?

A. Everyone can communicate directly with the gods.

B. Most ancient Maya people could communicate directly with the gods.

C. Most ancient Maya people could not communicate directly with the gods.

D. No one could communicate directly with the gods.

5. What is the main idea of this text?

A. The Maya used religious stories to explain reality and how the gods created and sustained the world.

B. The Maya used religion to explain reality and nature, and they had rituals to communicate with their gods and spirits.

C. The Maya used offerings of food harvests, animals, and people as sacrifices to their gods.

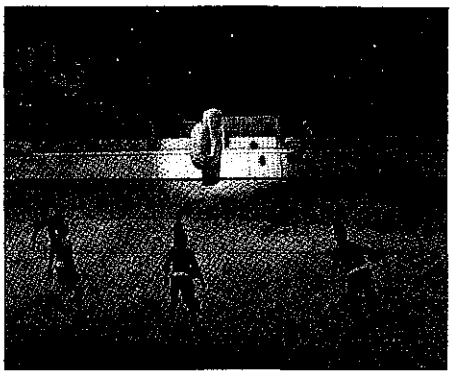
D. The Maya used their kings to communicate directly with the gods because they believed their kings were direct conduits to the gods.

The Maya Ball Game

The text is provided courtesy of Vanderbilt University: Center for Latin American Studies.

The Maya played a game that was a distant ancestor to soccer, basketball, and volleyball. Although we are not sure about the exact rules of the game, here are some possible basic rules:

- The object of the game is to get the most points.
- You hit the ball through a hanging stone ring to score.
- Hands can only touch the ball if it is "out of bounds."
- The ball is "out" if it touches the ground.
- There are two teams playing.
- Both teams wear padding.



Tony Hisgett (CC BY 2.0)

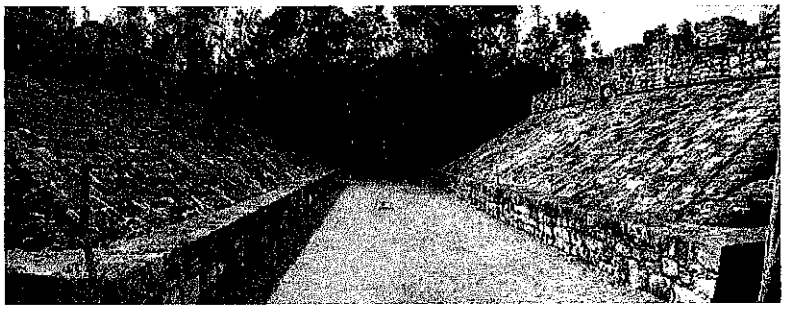
demonstrating the Maya ball game

The [ball game], called *pok-a-tok,* was sacred to the Maya. It was an extension of their religion, and involved a great deal of ceremony. The game may have been a reenactment of the Maya myth of the Hero Twins. In the myth, the hero twins had to battle the gods of death from the underworld by playing a ball game.

The ball is believed to represent the moon and the sun, and the court represents the earth. The ball was kept in the air, just as the sun and the moon were always in the sky. Many warriors and kings played the game fiercely.

Casual games were dedicated to the lessor gods and were friendly affairs. However, periodically there were large games dedicated to the major gods. In these games, the losers would be killed, and would have their heads displayed in front of the court.

The game would be played in an "I" shaped court, approximately 25 feet wide, by 75 feet long with a flat court and walls that sloped outward. The ball was six inches in diameter and made of solid rubber. Teams consisted of 2 to 11 players who would try to hit/bounce the ball through a small hoop that was about twenty-seven feet off of the ground.



These ruins are where Mayans played pok-a-tok.

The players would have to keep the ball in motion using parts of their bodies like hips, thighs, and forearms, but the use of hands and feet was not allowed. The players would wear heavy arm and hip armor while playing, to protect themselves.

It was extremely difficult to get the ball through the hoop. Because of this, when a player was successful, the spectators would be expected to give him their clothing and jewelry. As a result, once the ball went through the hoop the spectators would leave quickly to avoid giving the player a reward.

Name: _____ **Date:** _____

1. What was *pok-a-tok*?

A. the title given to Maya warriors

B. an "I" shaped court

C. a ball game sacred to the Maya

D. the reward for playing the Maya ball game

2. The text lists some possible rules of *pok-a-tok*. What is one of them?

A. The game was played in an "I" shaped court with sloped walls.

B. Each team had 2 to 11 players.

C. The rubber ball used in the game had a diameter of six inches.

D. A player hit the ball through a stone hoop to score.

3. Read these sentences from the text.

"It was extremely difficult to get the ball through the hoop. Because of this, when a player was successful, the spectators would be expected to give him their clothing and jewelry."

Based on this evidence, what can you conclude about the ball and the hoop?

A. The ball always went through the hoop.

B. The ball often went through the hoop.

C. The ball rarely went through the hoop.

D. The ball never went through the hoop.

4. Read these sentences from the text.

> Many warriors and kings played the game fiercely.
>
> Casual games were dedicated to the lessor gods and were friendly affairs. However, periodically there were large games dedicated to the major gods. In these games, the losers would be killed, and would have their heads displayed in front of the court.

What inference can you make about participating in the ball games?

A. It was a great honor.

B. It was embarrassing.

C. It was difficult.

D. It was dangerous.

5. What is the main idea of this text?

*A. Pok-a-tok*specators were expected to give scorers their clothing and jewelry, but they often left soon after a player scored.

*B. Pok-a-tok*was an ancient Maya team ball game tied closely with their religion and played with a ball and hoop.

*C. Pok-a-tok*might have been a reenactment of the Maya myth of the Hero Twins who had to battle some gods by playing a ball game.

D. Pok-a-tok's exact rules are unknown, but people have made guesses about the game's basic rules.

NTI Day 30

COMMONLIT

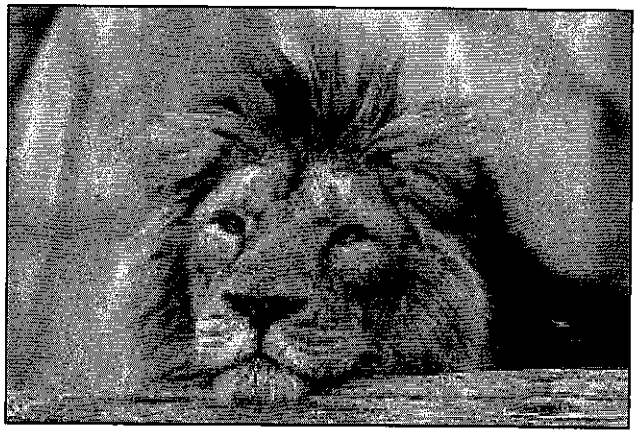
Name: _____ Class: _____

The Lion in Love

By Aesop
620-560 B.C.

Aesop was a storyteller who lived in ancient Greece between 620 and 560 BCE. This story is part of his collection of tales known as "Aesop's Fables," which did not survive in writing but were passed down by people retelling them. They have deeply influenced children's literature and modern storytelling culture. As you read, take notes on how the characters in the story react to one another.

[1] A lion demanded the daughter of a woodcutter in marriage. The Father, unwilling to grant, and yet afraid to refuse his request, hit upon this expedient[1] to rid himself of his importunities.[2] He expressed his willingness to accept the Lion as the suitor[3] of his daughter on one condition: that he should allow him to extract[4] his teeth, and cut off his claws, as his daughter was fearfully afraid of both. The Lion cheerfully assented to the proposal. But when the toothless, clawless Lion returned to repeat his request, the Woodman, no longer afraid, set upon him with his club, and drove him away into the forest.



1. **Expedient** ***(noun):*** a solution; an easy and quick way to solve a problem
2. when someone begs another person to do something
3. a man who pursues a relationship with a particular woman, usually with the goal of marrying her
4. **Extract** ***(verb):*** to get, pull, or draw out; to remove (something) by pulling it out or cutting it out

Text-Dependent Questions

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

1. PART A: How does the father's solution to his problem influence the events of the story? [RL.3]
   A. It puts the woodcutter's daughter in more danger.
   B. It allows the father to take power away from the lion.
   C. It reveals the lion's hidden insecurities.
   D. It shows the father's willingness to compromise.

2. Which of the following quotations best support the answer to Part A? [RL.1]
   A. "He expressed his willingness to accept the Lion as the suitor of his daughter"
   B. "as his daughter was fearfully afraid of both"
   C. "no longer afraid, set upon him with his club, and drove him away"
   D. "The Lion cheerfully assented to the proposal."

3. PART A: What does the word "assent" mean as it is used in the text? [RL.4]
   A. to rise to the challenge
   B. to agree
   C. to decline an offer
   D. to allow

4. PART B: Which detail from the text best supports the answer to Part A? [RL.1]
   A. "to rid himself of his importunities"
   B. "to extract his teeth, and cut off his claws"
   C. "the toothless, clawless Lion returned"
   D. "set upon him with his club, and drove him away"

5. How does the lion's willingness to give up his claws and teeth contribute to the story's theme? [RL.2]

_____

_____

_____

_____

_____

_____

_____

Discussion Questions

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

1. The lion's claws and teeth are an essential part of his identity. Do you think it was right for the lion to rid himself of those characteristics? Explain your answer.

2. Is there a difference between changing for love and being changed by love? Explain your answer.

3. How are people changed by love? Cite evidence from this text, your own experience, and other art or literature in your answer.

NTI Math 7th Grade Day 30

Name _____ Class _____ Date _____

Reteaching 2-3

Simplifying Variable Expressions

Simplify $5n + (-n - 4)(-2)$.

$5n + (-n - 4)(-2)$

$= 5n + (-n)(-2) - 4(-2)$	Use the Distributive Property.
$= 5n + 2n + 8$	Multiply. Think of $-4(-2)$ as $+(-4)(-2)$.
$= (5 + 2)n + 8$	Use the Distributive Property to combine like terms.
$= 7n + 8$	Add.

Complete each equation.

1. $9a - 7a + 5$

$= (9 - 7)$ _____ $+ 5$

$=$ _____ $a + 5$

2. $5k - 4 - 8k$

$= 5k - 8$ _____ $- 4$

$= (5 - 8)$ _____ $- 4$

$=$ _____ $- 4$

Simplify each expression.

3. $12a + 4 - 10a$

_____

4. $7 + x - 7x$

_____

5. $2(n - 4) + 3$

_____

6. $-3(a + 5) + 9$

_____

7. $5(2y + 1) - 7y$

_____

8. $2(4 - 3t) - (-3) + 2t$

_____

9. $8c + 5(c - 3)$

_____

10. $-2(-4 - 3s)$

_____

11. $q(-3) + 3(2 + q)$

_____

12. $(3 + k)(-4) - 5k$

_____

13. $(-3)(1 - 2n) + 2(n + 4)$

_____

14. $9p - 3(5p + 2) + 6$

_____