

# AMI Packet

#6

8<sup>th</sup> Grade



Don't forget to do journals, vocabulary,  
and read for AR Points!

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

## Michael Jordan: A Profile in Failure

By Jeff Stibel  
2017

*Jeff Stibel is a brain scientist, author, and businessman. With his partner Kobe Bryant, he founded Bryant Stibel to support others starting new businesses. In this text, Stibel discusses Michael Jordan's failures. As you read, take notes on the failures that Michael Jordan has experienced.*

- [1] Michael Jordan needs no introduction. Something of a legend for turning failure into success, he is the author of the longest quote on my company's failure wall — which was tricky to paint but worth the extra effort:

*I've missed more than 9,000 shots in my career. I've lost almost 300 games. Twenty-six times, I've been trusted to take the game-winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed.*



"JORDAN 23" by Marco Varisco is licensed under CC BY-SA 2.0

Most of us don't fail or succeed in the glare of a national spotlight, much less do it thousands of times, with analysts endlessly critiquing<sup>1</sup> every move. Perhaps that's why people love sports: they provide a black and white analogy<sup>2</sup> for the gray backdrop of life. The ball is in or it's out, the basket is made or missed, the game is won or lost. Watching our favorite stars pull through when the chips are down<sup>3</sup> inspires us to do the same in our own lives. And no one has inspired more sports fans, young and old alike, than Michael Jordan.

The story of Michael Jordan not making his high school team has been told and retold, but continues to inspire with each retelling. In 1978, sophomore Michael Jordan tried out for the varsity<sup>4</sup> basketball team at Laney High School. When the list was posted, Jordan's name wasn't on it. Instead, he was asked to play on the junior varsity team.

- [5] The reasoning behind the choice wasn't that Jordan didn't have enough talent or hadn't already distinguished himself as an outstanding basketball player. Rather, it came down to seniority, size, and a strategic decision: The varsity team already had eleven seniors and three juniors. That left space for only one more player, and the coaches chose another sophomore, Jordan's friend Leroy Smith. Smith was not as good as Jordan but he added size to the team, as he was 6'6" compared to Jordan's diminutive 5'10". What's more, the coaches knew that if Jordan had been chosen for the varsity team, he would play only when needed as a substitute for the more senior varsity players. On the junior varsity team he would get more playing time and a chance to truly develop.

1. **Critique (verb):** to examine carefully or call out mistakes and errors
2. **Analogy (noun):** a comparison between two things
3. when in a difficult or dangerous situation
4. the first-string team in a sport at a school

It was a perfectly logical choice for the coaches to assign Jordan to the junior varsity team for his sophomore year. But 15-year-old Jordan was devastated<sup>5</sup> when the list was posted without his name. In his mind, it was the ultimate defeat, the ultimate failure. "I went to my room and I closed the door and I cried. For a while I couldn't stop. Even though there was no one else home at the time, I kept the door shut. It was important to me that no one hear me or see me." Jordan was heartbroken and ready to give up the sport altogether until his mother convinced him otherwise.

After picking himself up off the floor, Jordan did what champions do. He let his failure and disappointment drive him to be better. He played on the junior varsity team, and he worked himself to the limit. "Whenever I was working out and got tired and figured I ought to stop, I'd close my eyes and see that list in the locker room without my name on it, and that usually got me going again."

It became a pattern throughout Jordan's life that a disappointment or setback resulted in a redoubling of effort.<sup>6</sup> High school rival player Kenny Gattison, who led his team to beat Jordan's team for the high school state championship, put it this way: "You got to understand what fuels that guy, what makes him great. For most people the pain of loss is temporary. [Jordan] took that loss and held on to it. It's a part of what made him."

For most people, public failure becomes public humiliation,<sup>7</sup> and that leads to retreat. Fear of public speaking is a good example. Few people are psychologically afraid of speaking their mind and even fewer have physical speech impediments<sup>8</sup> preventing them from doing so. Yet glossophobia, the technical term for speech anxiety, is consistently ranked among the most prevalent<sup>9</sup> mental disorders, with a reputed 75% of the world's population experiencing some degree of anxiety around public speaking. Our fears have little to do with speaking, of course, and far more to do with the perceived impact and reaction that our audience may have. But for Jordan and elite<sup>10</sup> performers like him, the fear of failure and public ridicule is transformed into a drive for success.

- [10] The pattern of defeat followed by success would follow Jordan to the University of North Carolina and later to the NBA. His relentless drive would lead him to break numerous records and become the most decorated player<sup>11</sup> in the history of the NBA. What's more, he's credited with dramatically increasing the popularity of basketball both in the United States and internationally, and inspiring the next generation of basketball players including LeBron James, Dwyane Wade, and Kobe Bryant. You can't think of the word "champion" without thinking of Michael Jordan, and there's no better proof that failure is simply a stepping stone to success.

Michael Jordan faced another formidable<sup>12</sup> challenge decades later, when he became the owner of the NBA basketball franchise, the Charlotte Bobcats. Jordan had been a minority owner since 2006 but bought the majority stake from Bob Johnson in 2010. At the time, the business was hemorrhaging,<sup>13</sup> so Jordan used his own money to cover the significant operating losses<sup>14</sup> the team was experiencing.

5. **Devastate** (*verb*): to cause someone to feel great emotional pain
6. trying harder; increasing effort
7. **Humiliation** (*noun*): a feeling of great embarrassment when one looks weak or silly
8. a physical condition that makes speaking difficult
9. **Prevalent** (*adjective*): widespread or common
10. **Elite** (*adjective*): belonging to a group with power due to money, knowledge, or special skills
11. the one who has received the most honors and awards
12. **Formidable** (*adjective*): very powerful or intimidating
13. losing a large amount of money
14. when a company is spending more money than it earns

The first season was lackluster<sup>15</sup> but things got worse. In the 2011-2012 season, the team earned a mere 7 wins alongside 59 losses — the worst record of any team ever in the history of the NBA.

In addition to — or maybe because of — their disastrous record, the Bobcats had poor community support. The Bobcats brand was synonymous<sup>16</sup> with disappointment, despite having one of the best basketball brands of all time at the helm — Michael Jordan himself.

But after the 2012-2013 season came to a close, Jordan started to turn things around. First, he brought in former Lakers assistant coach Steve Clifford to replace Mike Dunlap. In a change every bit as important as the new coach, Jordan agreed to remove himself from the process of managing the team's operations.

- [15] Instead, Jordan focused on what Jordan can do better than anyone else: revitalizing<sup>17</sup> the brand. He applied for and received permission to change the team name to the Charlotte Hornets. Jordan himself became more involved in community events and forged a connection between the team and the city.

The changes paid off. The team finished the 2013-2014 season with a winning record of 43-39, the second best year in the history of the franchise. They even made it to the playoffs. At the same time, ticket and merchandise sales skyrocketed<sup>18</sup> and public opinion improved dramatically. The team was well on its way to making both a comeback and a profit.

Most of us look to successful people and assume they can do anything because of their past successes. The old joke about asking your doctor for stock tips comes to mind, as if just because you can cure an illness, you have wisdom about everything. Doctors don't make great stockbrokers,<sup>19</sup> brain surgeons are horrible rocket scientists, CEOs aren't usually exceptional cooks, and basketball stars are rarely great baseball players (you can ask Jordan about that last one as well).<sup>20</sup> Experience and knowledge are only valuable where applicable.

This mindset doesn't just fog our external lenses,<sup>21</sup> it also blurs how we see ourselves. It is often hard for successful people to admit that they won't be good at something new. In Jordan's case, his basketball skills didn't translate into basketball management. It took some time, but Jordan certainly deserves credit for acknowledging<sup>22</sup> what wasn't working and trying new things until he hit on a winning combination. He gave up managing and focused on marketing, a skill he was uniquely qualified for. For Jordan, that became the recipe for success:

*It's harder than most people think. Some people have been in this business a lot longer and still haven't put together a sustainable, successful scenario. When you make bad decisions, you learn from that and move forward. I think I'm better in that sense. I've experienced all of the different valleys and lows about ownership and the success of businesses. Does that constitute me being a better owner? Then I guess I am.*

15. **Lackluster** (*adjective*): lacking greatness; unimpressive
16. **Synonymous** (*adjective*): having the same or nearly the same meaning as another word
17. **Revitalize** (*verb*): to put new energy or strength into something
18. **Skyrocket** (*verb*): to increase very quickly; to take off
19. Stockbrokers advise other people on how to earn more money.
20. In 1994, Jordan retired from the Chicago Bulls to play minor league baseball. He quit after only one year to return to basketball.
21. make it difficult to see other people clearly
22. **Acknowledge** (*verb*): to accept or admit something is true

[20] Hard, yes, but flexing a new muscle<sup>23</sup> is also exhilarating,<sup>24</sup> especially when you eventually succeed. As Jordan puts it, "...it's been fun. It's been hard, but I've had fun doing it."

*"Michael Jordan: A Profile in Failure" by Jeff Stibel. Copyright © 2017 by Jeff Stibel. Used with permission. All rights reserved.*

23. trying out a new skill

24. **Exhilarating** (*adjective*): exciting and energizing

[20] Hard, yes, but flexing a new muscle<sup>23</sup> is also exhilarating,<sup>24</sup> especially when you eventually succeed. As Jordan puts it, "...it's been fun. It's been hard, but I've had fun doing it."

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## Text-Dependent Questions

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

1. PART A: What is a central idea in the article?
  - A. Michael Jordan inspired many through his skills and talents on the basketball court.
  - B. Michael Jordan inspired many through his message that failure is not necessary for success.
  - C. Michael Jordan succeeded through failure after adopting the attitude that failure can lead to success.
  - D. Michael Jordan succeeded through failure after adopting the attitude that avoiding risks can lead to success.
  
2. PART B: Which detail from the article best supports the answer to Part A?
  - A. "Twenty-six times, I've been trusted to take the game-winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed." (Paragraph 2)
  - B. "The story of Michael Jordan not making his high school team has been told and retold, but continues to inspire with each retelling." (Paragraph 4)
  - C. "The pattern of defeat followed by success would follow Jordan to the University of North Carolina and later to the NBA." (Paragraph 10)
  - D. "It is often hard for people to admit that they won't be good at something new." (Paragraph 18)
  
3. Which of the following provides the best summary of the article?
  - A. When he failed to make the varsity team, Michael Jordan let the bad news devastate him, causing him to spend the afternoon crying in his room. Later that day, his mother encouraged him to play junior varsity.
  - B. When he failed to make the varsity team, Michael Jordan let the rejection devastate him, causing him to give up and allowing the failure to ruin his career. Later in life, after making bad decisions with business, he refused to change, continued to make mistakes, and lost his money.
  - C. When he failed to make the varsity team, Michael Jordan let the devastation drive him to work harder, using the rejection to push himself to succeed. Later in life, he increased the popularity of basketball, won many awards, and inspired a new generation of basketball players.
  - D. When he failed to make the varsity team, Michael Jordan let the rejection drive him to double his efforts, using failure to push himself to be better. Later in life, after making bad decisions with business, he learned from these mistakes, made new choices, and continued to succeed.

4. Which of the following best describes how the author develops the connection between success and failure in the article?
- A. The author establishes Michael Jordan as a successful player due to long hours of practices and pure talent and skill.
  - B. The author reports statistics from Michael Jordan's basketball record to prove he was both a success and a failure at the sport.
  - C. The author highlights key events in Michael Jordan's basketball career to show how moments of failure or rejection pushed him harder.
  - D. The author describes what happened at Michael Jordan's junior varsity games to show how he used missed opportunities to push him harder.

5. Summarize the article in 4-5 sentences.

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# Prefixes

**25c.** When adding a prefix to a word, do not change the spelling of the word itself.

**EXAMPLES** dis + similar = **dissimilar**      re + elect = **reelect**      mis + spell = **misspell**

**EXERCISE A** For each of the following items, add the prefix given to form a new word. Write the new word on the line provided.

**Example 1.** over + run = overrun

- |                         |                           |
|-------------------------|---------------------------|
| 1. in + direct = _____  | 6. over + take = _____    |
| 2. dis + locate = _____ | 7. un + natural = _____   |
| 3. re + open = _____    | 8. mis + state = _____    |
| 4. il + legal = _____   | 9. im + possible = _____  |
| 5. un + safe = _____    | 10. dis + service = _____ |

**EXERCISE B** On the line in each of the following sentences, rewrite the prefix and word in parentheses as a single word.

**Example 1.** (*un + pack*) Behruz had to unpack his suitcase.

11. (*re + wind*) Please \_\_\_\_\_ the videotape.
12. (*over + cooking*) Aunt Manuela was upset about \_\_\_\_\_ the stew.
13. (*Dis + respect*) \_\_\_\_\_ is an attitude I cannot tolerate.
14. (*mis + spell*) Did I \_\_\_\_\_ your name on the invitation?
15. (*in + visible*) Helga wrote a story about an \_\_\_\_\_ woman.
16. (*dis + contented*) Francine wondered why the baby seemed so \_\_\_\_\_ today.
17. (*un + nerved*) The loud, cheering crowd \_\_\_\_\_ the timid gymnast.
18. (*over + estimated*) Philip \_\_\_\_\_ the cost of the old coin he found.
19. (*re + cycle*) Please stack the newspapers over there; I \_\_\_\_\_ them.
20. (*un + wind*) Bettina could not \_\_\_\_\_ the tangled fishing line.





# Day 6

Name \_\_\_\_\_

1) Solve for x if  $y = -10$ :

a)  $y = x + 12$

b)  $y = 7x - 42$

c)  $y = 4x - 16$

d)  $y = -2x - 45$

2) Solve for y if  $x = 5$ :

a)  $y = x + 13$

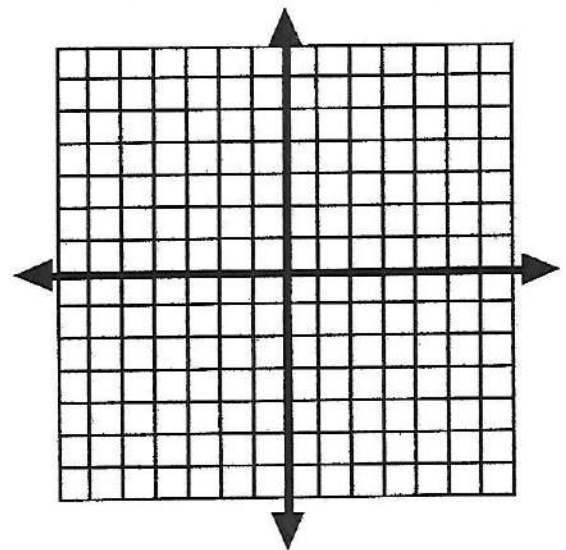
b)  $y = 6x - 32$

c)  $y = 2x - 15$

d)  $y = 8x - 5$

3) Graph each coordinate pair on the graph and then indicate which quadrant or axis the point lies on.

Coordinate pair	Quadrant or Axis
$(-2, -3)$	
$(-3, -5)$	
$(-4, 1)$	
$(-1, 3)$	
$(3, -4)$	
$(1, 0)$	
$(2, -6)$	
$(-4, -3)$	



4) Simplify: (Don't forget, absolute value is the distance from zero.)

a)  $|-24 - 11|$

b)  $|31 - 60|$

c)  $|-37 - 49|$

d)  $|-96 + 75|$

5) Solve for x:

a)  $\frac{7}{6} = \frac{x}{36}$

b)  $\frac{10}{8} = \frac{4}{x}$

c)  $\frac{x}{60} = \frac{9}{10}$

Show your work! Show your work! Show your work!

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

## Lewis and Clark: American Explorers

By Barbara Radner  
2005

*The Lewis and Clark Expedition, also known as the Corps of Discovery Expedition, was the first effort by Americans to explore what is now the western United States. President Thomas Jefferson had just completed the Louisiana Purchase in 1803, in which the United States bought a great deal of land from the French. He wanted American travelers to map and characterize the newly acquired territory and establish an American presence there. As you read, identify the difficulties that Lewis and Clark faced on their journey, and how they overcame them.*

- [1] More than 200 years ago, in 1804, two explorers made an important journey. They were named Meriwether Lewis and William Clark.<sup>1</sup> Today, people know a lot about the places they visited, but 200 years ago there were no maps of that part of the United States. They would travel by boat most of the way and they would make the first maps of that part of our country. They were going to trace where a great river went. The river they were mapping is a very big one called the Missouri River.<sup>2</sup> They wanted to find out where it went. They hoped it would take them to the ocean.



*"3113 Lewis and Clark with Sacagawea" by Bill McChesney is licensed under CC BY 2.0*

They took many people with them to help with the exploration. There were more than 40 people on the trip. They also carried many supplies, including a lot of food. They hoped they would find food along the way, but this was long ago and they did not know what the territory would be like. The explorers had three boats to carry them and their supplies. It was summer when they started on this long trip.

They traveled slowly, each day traveling a short distance because they had to row their boats on the river. They would only travel a few miles every day. They traveled for months and were still far from their destination. In winter it was difficult to travel, so they camped along the river. There they would wait for spring when traveling would be easier. Snow and ice made it very hard to travel in winter.

Native Americans helped them along the way. They helped them get food, and they showed them where places were. The explorers had never been to this area before, so they were not sure where to find food or even where the river went. The Native Americans had lived there for many years, so they knew the area and how to survive there, even in the hard winter.

1. Lewis and Clark were friends and officers in the army. The two men were accompanied by a group of U.S. Army volunteers.
2. The Missouri River is the longest river in North America. It runs through Montana, North Dakota, South Dakota, Nebraska, Iowa, Kansas, and Missouri.

- [5] A Native American woman named Sacajawea<sup>3</sup> helped them travel. She became their guide, and she traveled with them for months. It was hard work for everyone, including Sacajawea. The explorers needed her help to find their way to the West. They wanted to find out how to get to the ocean.

As they traveled, they made maps. Their maps showed the way the river went. It passed through grasslands, and then they were in mountains. When they got to the mountains, they had to leave their boats and walk.

It took more than a year for the explorers to get to the ocean. When they got there they had made maps that would help many people. But they had to bring the maps back. It had taken more than a year to make this first part of the trip. It also took a long time to get back. When the explorers came back, in 1806, they had been gone two years, and people said they were heroes. They would not make such a great journey again. They had done their job.

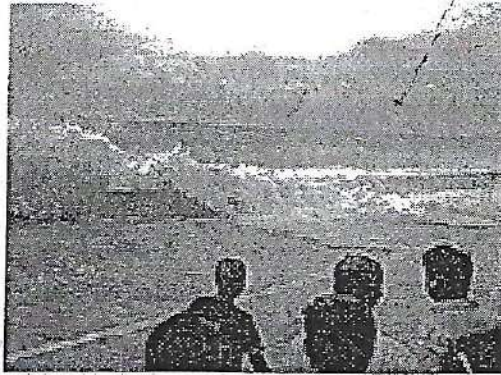
Their maps would help people settle in the new land. Long after their trip, people would build roads to the west. They would travel quickly by car. Today people can travel their route by plane. If you look out the window from the plane you will see those high mountains, you will see what a difficult journey it was.

*"Lewis and Clark: American Explorers", © 2005, Barbara Radner. Reprinted with permission, all rights reserved.*

3. Sacajawea (1788-1812) was a Native American woman from the Lemhi Shoshone tribe who helped the Lewis and Clark expedition by guiding the men through unfamiliar territory, helping them communicate with other native populations, and explaining the environments they traveled through.



# TSUNAMI



Tsunami, which is pronounced as "soo-Nah-mee," is a Japanese word that is also known as a "harbor wave." A tsunami, which is also referred to as a seismic sea wave, is a group of waves in a body of water that is caused by a large body of water being displaced or shifted around usually in an ocean or a lake. There are various occurrences that cause tsunamis which include earthquakes, explosions underwater, volcanic eruptions, landslides, and meteorite impacts. The most common known cause of tsunamis is earthquakes.

Tsunami waves do not bear a resemblance to normal undersea currents or sea waves because their wavelength is far longer. Instead of appearing as a breaking wave, a tsunami may instead initially resemble a rapidly rising tide. For this reason, it is often referred to as a "tidal wave", although this usage is not preferred by scientists because it might give the false notion of a causal relationship between tides and tsunamis. Normal ocean waves are usually caused by tides or winds that are generated by the gravitational pull of the Sun and the Moon. A tsunami is created by water being displaced.

A term that is used interchangeably with tsunami is **seismic sea wave**. When this type of wave is created, the waves are usually generated by earthquakes. During an earthquake, there are vibrations that occur on the ocean's or sea's floor that can cause a tsunami to be created. The sea floor quickly deforms and shifts or displaces the overlying water. Tectonic earthquakes are a certain kind of earthquake that occurs beneath the sea. The water above the deformed area causes the equilibrium of the water to be unbalanced. The plates in the Earth's crust move abruptly, thus causing water to be moved out of its original place and a tsunami to form.

TABLE 1

Tsunami	LOCATION	DATE OCCURRED	EARTHQUAKE MAGNITUDE (Richter Scale)	WAVE HEIGHT REACHED (Approx.)	DEATHS (Approx.)
A	Sumatra, Indonesia	Dec. 26, 2004	9.1	50m	230,000
B	North Pacific Coast, Japan	March 11, 2011	9.0	10m	18,000
C	Lisbon, Portugal	Nov. 1, 1755	8.5	30m	60,000
D	Nankaido, Japan	Oct. 28, 1707	8.3	25m	30,000
E	Sanriku, Japan	June 15, 1896	7.6	38.2m	22,000
F	Northern Chile	Aug. 13, 1868	8.5	21m	25,000
G	Ryuku Islands, Japan	April 24, 1771	7.4	15m	12,000
H	Ise Bay, Japan	Jan. 18, 1586	8.2	6	8,000

1. According to the passage above, which two terms are best associated with tsunami?

- A. Tidal wave
- B. Ocean wave
- C. Seismic sea wave
- D. Harbor wave

2. In the table above, what were the main reasons that the tsunami occurred?

- A. Meteors
- B. Landslides
- C. Earthquakes
- D. Glacier formations

3. According to the table, what information can be inferred?

- A. Only a couple of tsunamis occurred in the country of Japan.
- B. There weren't any tsunamis recorded for the country of Japan.
- C. All of the tsunamis were located in Japan.
- D. Over half of the tsunamis that occurred were located in Japan.

4. Looking at the table, place the tsunamis in order from *least to greatest* according to the wave height that was reached.

Tsunami	Wave Height	Least
		↓
		<b>Greatest</b>

5. Referring to the table above, which two tsunamis have a difference of approximately 30,000 deaths?

- A. Tsunami A and D
- B. Tsunami C and E
- C. Tsunami C and D
- D. Tsunami F and A

6. According to the passage, explain how tsunamis and normal ocean waves are different.

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