

NTI Day 17

LCMS 7th Grade

Name: _____ Class: _____

David's Old Soul

By Nikki Grimes
2017

Nikki Grimes is an African American author, poet, and journalist. Grimes is well known for her award-winning books written for children and young adults. This poem appeared in her book *One Last Word*, a collection inspired by poems from the Harlem Renaissance that follow the "Golden Shovel" form. In this poetic form, the poet takes a "striking line" from an inspirational poem and uses words from that inspirational line in a new poem. The striking line then appears, word for word, at the end of the lines in the new poem. This poem uses the third line of Langston Hughes's "The Negro Speaks of Rivers," as a speaker describes becoming a man. As you read, take notes on the figurative language the author uses to describe the speaker.

- [1] As far back as I can remember, my
mother has called me "an old soul."
I never understood. But now that our family **has**
dwindled¹ to just Mom and us kids, I've **grown**
[5] into a man. You do what you have to. "David, dig
deep,"
is the whisper in my ear. So I stand strong **like**
a tree my baby brothers can lean on. I try to be
the
raft that helps carry them over this life's rough
rivers.



"Willow River Falls" by jpeitgen is licensed under CC BY-NC-ND 2.0.

"David's Old Soul" from *One Last Word: Wisdom from the Harlem Renaissance* by Nikki Grimes. Copyright © 2017 by Bloomsbury Publishing Inc.

Text-Dependent Questions

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

1. PART A: Which of the following identifies the theme of poem? [RL.2]
 - A. Parents often treat their kids like adults, forcing them to grow up too soon.
 - B. Kids are often expected to take care of their siblings over themselves.
 - C. When kids take on more responsibility, they grow up faster.
 - D. Adults are not as compassionate or selfless as kids.

2. PART B: Which lines from the poem best support the answer to Part A? [RL.1]
 - A. "my / mother has called me 'an old soul.' / I never understood." (Lines 1-3)
 - B. "now that our family has / dwindled to just Mom and us kids, I've grown / into a man" (Lines 3-5)
 - C. "'David, dig deep,' / is the whisper in my ear." (Lines 5-6)
 - D. "I try to be the / raft that helps carry them over this life's rough rivers." (Lines 7-8)

3. How does the phrase "You do what you have to" contribute to the tone of the poem (Line 5)? [RL.4]
 - A. It develops a frustrated tone, as the speaker has no control over his situation.
 - B. It conveys an angry tone, as the speaker refuses to change his situation.
 - C. It introduces a resigned tone, as the speaker accepts his new responsibilities.
 - D. It establishes a proud tone, as the speaker feels good about his new responsibilities.

4. How does the figurative language in the last three lines of the poem contribute to its overall meaning? [RL.4]

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. What does being an "old soul" mean to you?
2. In your opinion, is growing up based on age or experience? Why?
3. In the context of the text, what does it mean to be grown up? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

NTI DAY 17: Theoretical vs. Experimental Probability

Book Page 401

When asked about the probability of a coin landing on heads, you would probably



answer that the chance is $\frac{1}{2}$ or 50%.

Imagine that you toss that same coin 20 times. How many times would you expect it to land on heads? You might say, 50% of the time, or half of the 20 times. So you would expect it to land on heads 10 times. This is the theoretical probability.

The theoretical probability is what you expect to happen, but it isn't always what actually happens. The table below shows the results after Sunil tossed the coin 20 times.

Outcomes	Frequency
Heads	13
Tails	7
Total	20

This shows the experimental probability. You can think of it as the probability determined from the results of an experiment. It is what actually happens instead of what you were expecting to happen.

The experimental probability of landing on heads is $\frac{13}{20} = \frac{65}{100} = 0.65 = 65\%$.

It actually landed on heads more times than we expected.

Now, Sunil continues to toss the same coin for 50 total tosses. The results are shown below.

Outcomes	Frequency
Heads	26
Tails	24
Total	50

Now the experimental probability of landing on heads is $\frac{26}{50} = \frac{52}{100} = 0.52 = 52\%$

The probability is still slightly higher than expected, but as more trials were conducted, the experimental probability became closer to the theoretical probability.

Examples:

1. Use the table below to determine the probability of each number on a number cube.

Outcome	Frequency
1	16
2	20
3	22
4	10
5	18
6	14
Total	100

a. Rolling a 3 (use the table)

$$\frac{22}{100} = 0.22 = 22\%$$

b. What is the theoretical probability of rolling a 3?

$$\frac{1}{6} = 0.166666... \approx 17\%$$

c. Rolling a number less than 3 (use the table)

$$(\text{Rolling a 1 or 2}) \frac{36}{100} = 0.36 = 36\%$$

d. Rolling a 3 or a 5 (use the table)

$$\frac{40}{100} = 0.40 = 40\%$$

Let's Review:

Theoretical probability is what we expect to happen, where experimental probability is what actually happens when we try it out. The probability is still calculated the same way, using the number of possible ways an outcome can occur divided by the total number of outcomes. As more trials are conducted, the experimental probability generally gets closer to the theoretical probability.

Probability Worksheet 4
Experimental and Theoretical Probability

Name _____

Per _____ Date _____

Amanda used a standard deck of 52 cards and selected a card at random. She recorded the suit of the card she picked, and then replaced the card. The results are in the table below.

Diamonds	
Hearts	
Spades	
Clubs	

- Based on her results, what is the experimental probability of selecting a heart?
- What is the theoretical probability of selecting a heart?
- Based on her results, what is the experimental probability of selecting a diamond or a spade?
- What is the theoretical probability of selecting a diamond or a spade?
- Compare these results, and describe your findings.
- Dale conducted a survey of the students in his classes to observe the distribution of eye color. The table shows the results of his survey.

Eye color	Blue	Brown	Green	Hazel
Number	12	58	2	8

- Find the experimental probability distribution for each eye color.

P (blue) = _____ P (brown) = _____ P (green) = _____ P (hazel) = _____

- Based on the survey, what is the experimental probability that a student in Dale's class has blue or green eyes?
- Based on the survey, what is the experimental probability that a student in Dale's class does not have green or hazel eyes?
- If the distribution of eye color in Dale's grade is similar to the distribution in his classes, about how many of the 360 students in his grade would be expected to have brown eyes?



Probability Worksheet 4

7. Your sock drawer is a mess! You just shove all of your socks in the drawer without worrying about finding matches. Your aunt asks how many pairs of each color you have. You know that you have 32 pairs of socks, or 64 individual socks in four different colors: white, blue, black, and tan. You do not want to count all of your socks, so you randomly pick 20 individual socks and predict the number from your results.

Color of sock	White	Blue	Black	Tan
Number of socks	12	1	3	4

A. Find the experimental probability of each:

$$P(\text{white}) = \underline{\hspace{1cm}} \quad P(\text{blue}) = \underline{\hspace{1cm}} \quad P(\text{black}) = \underline{\hspace{1cm}} \quad P(\text{tan}) = \underline{\hspace{1cm}}$$

B. Based on your experiment, how many socks of each color are in your drawer? Show your work!

$$\text{White} = \underline{\hspace{1cm}} \quad \text{Blue} = \underline{\hspace{1cm}} \quad \text{Black} = \underline{\hspace{1cm}} \quad \text{Tan} = \underline{\hspace{1cm}}$$

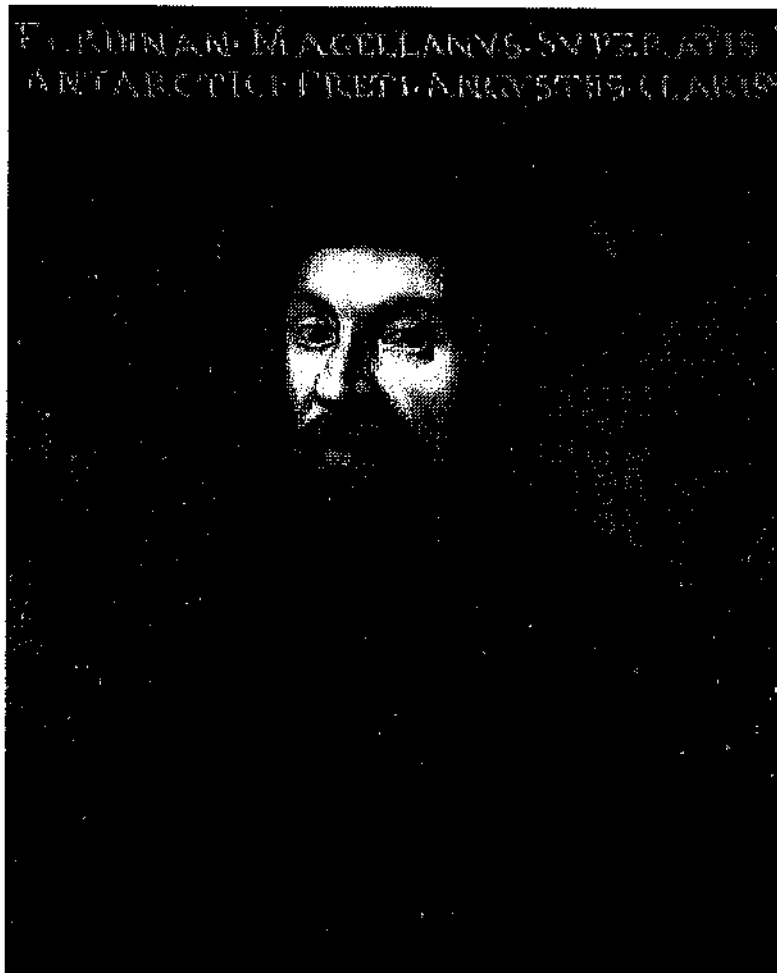
C. Based on your results, how many pairs of each sock are in your drawer?

$$\text{White} = \underline{\hspace{1cm}} \quad \text{Blue} = \underline{\hspace{1cm}} \quad \text{Black} = \underline{\hspace{1cm}} \quad \text{Tan} = \underline{\hspace{1cm}}$$

D. Your drawer actually contains 16 pairs of white socks, 2 pairs of blue socks, 6 pairs of black socks, and 8 pairs of white socks. How accurate was your prediction?

Explorers

by ReadWorks



Imagine being the first person, not just in your country, but in your *continent*, to set eyes on a new landmass. The horizon over the sea has receded for months in front of your ship. Maybe you and your crew have had navigational difficulties. Maybe at the start of the trip, you didn't even know whether there would be a destination at the end of the trip. Supplies are getting scarce, the ship's cat is listless. Morale is low. Illness and death have begun to thin the crew's ranks. You're held accountable to a private patron or perhaps a monarch back at home—someone would have had to provide funding for the journey. But at this point, so much more is at stake than just money. Of course your life is at stake, but so is your reputation. The idea of failing to discover new territory and having to return home empty-handed is terrifying.

Finally, after months, maybe even years, of nothing but the vast grey sea spread out in every

direction, you spy a thin worm of land in the distance. Finally, you get to scream *LAND HO!*

But the ordeal isn't over. Far from it. After another several days of traveling towards this tiny promise of land, seeing it appear to grow every day in size and detail, you have to land and assess the premises. Is there anyone there you need to subdue? Will locals be cooperative?

That is what the life of explorers, centuries ago, looked like. Explorers were motivated by the powerful desire to touch the other side of the world. One of them, Ferdinand Magellan, is still famous for attempting the first circumnavigation of the world. Although Magellan perished on the trip, he and his crew made it across the Atlantic and gained passage, for the first time, into the Pacific. Once in the Philippines, Magellan was speared to death by a native in a bloody confrontation. Magellan's high-ranking crewmen aboard the ships offered a high ransom for his remains, but the body was kept by the king of their population as a war trophy.

Meanwhile, back in Magellan's hometown of Seville, his wife and child had died of ailments. When Magellan's crew returned to their port of origin, it was as though Ferdinand Magellan had never existed. Eerily, except for the massive circumnavigation project he had organized and led, all traces of his personal life had evaporated.

We can see from Magellan's chilling example that the price of exploration was high. But even the threat of death didn't deter early explorers, who were motivated by grand ambitions. They thought only of the riches they might reap after opening new trade routes or the celebrity they would enjoy.

There was so much that early explorers didn't grasp before setting out to take hold of the world and everything it had to offer. For example, they couldn't fully understand how long it would realistically take to travel around the world, because it hadn't been done before. It seemed like a much more achievable goal than it actually was. This perhaps accounts for why so many of them were willing to tackle the challenge, seemingly without major concern for anything besides finding the money to buy supplies and pay a crew.

As explorers attempted to touch the other side of the world, their failures were often as grandiose as their successes.

Name: _____ Date: _____

1. What is Ferdinand Magellan famous for?

- A. discovering North America
- B. completing the most expeditions
- C. attempting the first circumnavigation of the world
- D. creating the first map of the world

2. What does the author describe at the beginning of the passage?

- A. a failed sea voyage
- B. the achievements of different explorers
- C. navigational difficulties explorers faced
- D. the challenges of a sea voyage

3. Early explorers were either brave or reckless. What evidence from the passage best supports this conclusion?

- A. "But even the threat of death didn't deter early explorers, who were motivated by grand ambitions."
- B. "Imagine being the first person, not just in your country, but in your *continent*, to set eyes on a new landmass."
- C. "The idea of failing to discover new territory and having to return home empty-handed is terrifying."
- D. "This perhaps accounts for why so many of them were willing to tackle the challenge."

4. How can early explorers best be described?

- A. hesitant
- B. ambitious
- C. intelligent
- D. conservative

5. What is this text mostly about?

- A. violent interactions between explorers and natives
- B. Ferdinand Magellan and his successful explorations
- C. reasons why early explorers were so reckless
- D. the problems and dangers faced by early explorers

6. Read these sentences from the text.

There was so much that early explorers didn't **grasp** before setting out to take hold of the world and everything it had to offer. For example, they couldn't fully understand how long it would realistically take to travel around the world.

As used in this sentence, what does the word "**grasp**" mean?

- A. recognize
- B. physically hold on to
- C. ignore
- D. understand

7. Choose the answer that best completes the sentence below.

_____ there were risks and dangers involved, explorers were eager to travel the world.

- A. After
- B. For example
- C. Although
- D. In particular

8. What happened to Magellan when he attempted to circumnavigate the globe?

9. According to the text, why did traveling around the world seem like a more achievable goal than it really was?

10. Explain why many explorers were eager to explore the world despite the dangers. Support your answer using information from the text.
