

NTI Day 20

LCMS 7th Grade

Name: _____ Class: _____

Seven Decades On, Anne Frank's Words Still Comfort

By Scott Simon
2015

Anne Frank was a German-born Jewish girl who hid with her family in an attic in Amsterdam during the Holocaust. She is one of the most famous victims of the Holocaust thanks to the discovery of her diary which her father and Holocaust survivor, Otto Frank, published after the end of World War II. Today Anne's diary is one of the most well-read works of literature around the world. As you read, take notes on Anne Frank's experience and legacy.

- [1] A 15-year-old girl named Anne Frank died 70 years ago this week; the exact day is unknown. She died in the Bergen-Belsen concentration camp,¹ not long after her sister Margot, who was 19.

Anne Frank's Wikipedia entry refers to her as a "diarist and a writer"; she sure was. The entries she wrote in the red plaid diary she got from her father on her 13th birthday were published as Anne Frank's *The Diary of a Young Girl* in 1947. It has become one of the most famous books in history, translated into more than 60 languages.

But let us remember this week that Anne Frank was a 15-year-old girl who was among the millions who died in the Holocaust.

Anne's diary tells the story of her family and family friends who hide for two years in an attic above her father's old shop in Amsterdam because they were Jews in a time when Nazism rolled over Europe.

- [5] They had to live in darkness and quiet, so they wouldn't give their hiding place away. They got by, often barely, on smuggled² cans of food. And each day, Anne lay below the attic skylight to stare up at the bare limbs of a chestnut tree.



"Anne Frank graffiti, Berlin" by duncan c is licensed under CC BY-NC 2.0.

1. Concentration camp: a place where large numbers of people, especially political prisoners or members of persecuted minorities, are deliberately imprisoned in a relatively small area with inadequate facilities, sometimes to provide forced labor or to await mass execution. The term is most strongly associated with the several hundred camps established by the Nazis in Germany and occupied Europe in 1933–45, among the most infamous being Dachau, Belsen, and Auschwitz.
2. **Smuggle (verb):** to move (someone or something) secretly or illegally



"...On whose branches little raindrops shine," she wrote," appearing like silver, and at the seagulls as they glide on the wind. While this lasts I cannot be unhappy."

It is a true story, both unbearably sad and inspiring. Over the decades, Anne Frank's words have offered comfort and bravery wherever children have to grow up amid violence, war, bigotry and fear.

Just a few weeks before Anne Frank and much of her family were dragged off to the camps and died, she wrote, of all things, about her faith in people.

Her words are read by Asiieh Panahi, a 17-year-old Hazara Afghan refugee now living with her family in an immigrant camp in Austria; and Sydney Falls, a 15-year-old girl on the south side of Chicago.

- [10] "It's really a wonder that I haven't dropped all my ideals, because they seem so absurd³ and impossible to carry out. Yet I keep them because in spite of everything I still believe that people are really good at heart. I simply can't build up my hopes on a foundation consisting of confusion, misery, and death. I see the world gradually being turned into a wilderness, and I hear every approaching thunder, which will destroy us too, I can feel the suffering of millions and yet, if I look up into the heavens, I think it will all come right, and that this cruelty too will end, and that peace and tranquility⁴ will return again.

In the meantime, I must uphold⁵ my ideals, for perhaps the time will come when I shall be able to carry them out.

Yours, Anne."

©2015 National Public Radio, Inc. News report titled "Seven Decades On, Anne Frank's Words Still Comfort" was originally broadcast on NPR's Weekend Edition Saturday on March 14, 2015, and is used with the permission of NPR. Any unauthorized duplication is strictly prohibited.

-
3. **Absurd** (*adjective*): foolish or ridiculous
 4. **Tranquility** (*noun*): calm or peace
 5. **Uphold** (*verb*): to maintain or support

Text-Dependent Questions

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

1. PART A: How does the excerpt from Anne Frank's diary entry in paragraph 6 contribute to the ideas in the text?
 - A. It emphasizes the positivity that Frank maintained despite her family's desperate circumstances.
 - B. It informs readers of the limited views of the outside world that the Frank family had during their hiding.
 - C. It describes the conditions in Amsterdam during the time that the Frank family was in hiding.
 - D. It provides readers with an example of the advanced vocabulary Frank was able to use during her hiding.

2. PART B: Which quote from the article best supports the answer to Part A?
 - A. "Anne Frank's Wikipedia entry refers to her as a 'diarist and a writer'; she sure was." (Paragraph 2)
 - B. "They had to live in darkness and quiet, so they wouldn't give their hiding place away." (Paragraph 5)
 - C. "And each day, Anne lay below the attic skylight to stare up at the bare limbs of a chestnut tree." (Paragraph 5)
 - D. "and yet, if I look up into the heavens, I think it will all come right, and that this cruelty too will end" (Paragraph 10)

3. Part A: What does the word "ideals" most likely mean as it is used in paragraph 10?
 - A. dreams
 - B. plans
 - C. difficulties
 - D. desires

4. Part B: Which of the following phrases from paragraph 10 best support your answer to Part A?
 - A. "because they seem so absurd and impossible to carry out"
 - B. "I simply can't build up my hopes on a foundation"
 - C. "I hear every approaching thunder, which will destroy us too"
 - D. "if I look up into the heavens, I think it will all come right"

5. What is the connection between Anne Frank and Asileh and Sydney in paragraph 9? Cite evidence from the text in your answer.

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. Who else do you think could/has benefitted from Anne Frank's words? Give specific examples.
2. Why is it important to maintain hope even throughout the direst times? Why is it tempting to give up?
3. Do you think Anne Frank's age helped her stay more optimistic? Do you think her words and spirit would have been the same had she been older while in hiding?

When dealing with probability, every experiment has a set of possible outcomes, called the **sample space**. Probability is focused on the chance of one particular **event** from the sample space occurring.

If an event has only one possible outcome, the event is called a **simple (or single) event**.



If an event has more than one possible outcome, the event is called a **compound event**.

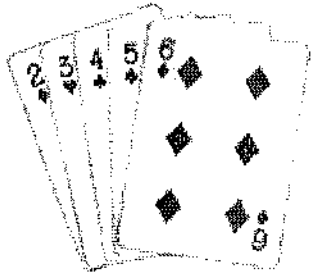


Sample Space

Definition: A **sample space** is the set of **ALL** possible outcomes for an experiment.

When determining a sample space, you must be careful to include **ALL** possibilities.

This may become a difficult task when the sample space becomes very large.
Let's look at some do-able examples with equally likely outcomes:

Activity/Experiment	Sample Space as {lists}
<p>Tossing a Coin (simple event)</p> 	<p>There will be 2 outcomes in the sample space.</p> <p>{Heads, Tails}</p>
<p>Rolling a Die (simple event)</p> 	<p>There will be 6 outcomes in the sample space.</p> <p>{1, 2, 3, 4, 5, 6}</p>

<p>Draw a Card from a Standard Deck</p>  <p>(simple event)</p>	<p>There will be 52 cards in the sample space:</p> <p>{Spades: 2,3,4,5,6,7,8,9,10, ace, jack queen, king,</p> <p>Clubs: 2,3,4,5,6,7,8,9,10, ace, jack, queen, king,</p> <p>Diamonds: 2,3,4,5,6,7,8,9,10, ace, jack, queen, king,</p> <p>Hearts: 2,3,4,5,6,7,8,9,10, ace, jack, queen, king}</p>
<p>Rolling Pair of Dice</p> <p>(simple event)</p> 	<p>There will be 36 outcomes in the sample space:</p> <p>{(1,1) (1,2) (1,3) (1,4) (1,5) (1,6),</p> <p>(2,1) (2,2) (2,3) (2,4) (2,5) (2,6),</p> <p>(3,1) (3,2) (3,3) (3,4) (3,5) (3,6),</p> <p>(4,1) (4,2) (4,3) (4,4) (4,5) (4,6),</p> <p>(5,1) (5,2) (5,3) (5,4) (5,5) (5,6),</p> <p>(6,1) (6,2) (6,3) (6,4) (6,5) (6,6)}</p>
<p>Choose Outfit</p> <p>(compound event)</p> 	<p>There will be 4 possible outfit combinations in the sample space:</p> <p>{brown jacket, jeans, boots;</p> <p>brown jacket, jeans, sneakers;</p> <p>red jacket, jeans, boots;</p> <p>red jacket, jeans, sneakers}</p>

The sample space examples shown above are presented as "lists" (rosters) using

French curly braces { }. Sample spaces may also be listed as "charts". The chart below represents an organized view of the sample space of rolling a

pair of dice.

6	(1,6)	(2,6)	(3,6)	(4,6)	(5,6)	(6,6)
5	(1,5)	(2,5)	(3,5)	(4,5)	(5,5)	(6,5)
4	(1,4)	(2,4)	(3,4)	(4,4)	(5,4)	(6,4)
3	(1,3)	(2,3)	(3,3)	(4,3)	(5,3)	(6,3)
2	(1,2)	(2,2)	(3,2)	(4,2)	(5,2)	(6,2)
1	(1,1)	(2,1)	(3,1)	(4,1)	(5,1)	(6,1)
	1	2	3	4	5	6 MB

Die 1

When performing an experiment, a sample space can be used in a "table" to determine the frequency of the observations, recorded with hash marks.

The table at the right shows possible outcomes from rolling a single die 20 times.

Roll of Die	Frequency
1	
2	
3	
4	
5	
6	

Tree Diagram

When attempting to determine a **sample space**, it is often helpful to draw a diagram which illustrates how to arrive at the answer.

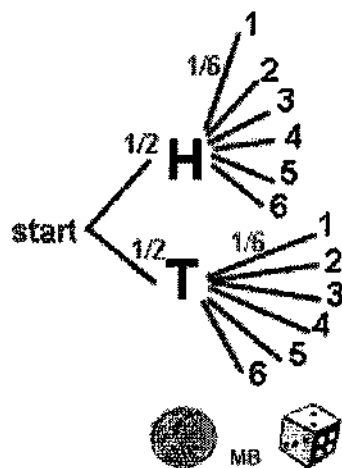
One such diagram is a **tree diagram**. A tree diagram is a drawing with "line segments" pointing out all of the different possible "paths" for the outcomes.

In addition to helping determine the number of outcomes in a sample space, the tree diagram can be used to determine the *probability* of individual outcomes within the sample space.

The **probability** of any outcome in the sample space is the product (multiplication) of all probabilities along a path that represents that outcome on the tree diagram.

Example 1:

Show the sample space for tossing one penny and rolling one die. (H = heads, T = tails)
(compound event)



Start by tossing the penny. There will be two outcomes: heads, H, or tails T. This will be the beginnings of two different paths. The probability of tossing H (or T) is $1/2$.

Now, from each outcome (H or T), roll one die. There will be 6 possible outcomes from the roll. The probability of rolling 1, 2, 3, 4, 5 or 6 is $1/6$.

By following the different paths in the tree diagram, the sample space will be formed.

Sample Space:

{H1, H2, H3, H4, H5, H6,
T1, T2, T3, T4, T5, T6}

The probability of each of these "path" outcomes is
 $1/2 \cdot 1/6 = 1/12$.

Homework

Draw a tree diagram for each situation. Then verify the number of outcomes using the fundamental counting principal.

1. For dessert you can choose apple, cherry, blueberry, or peach pie to eat and milk or juice to drink. How many outcomes?
2. Show the outcomes for picking a vowel from the word APPLE and consonant from the word BOOK .
3. Judy tosses a coin 3 times. How many different outcomes are there?
4. John is taking a true/false quiz. There are 4 questions. How many outcomes?

Using only the fundamental counting principal, determine how many outcomes for each situation.

5. A store offers 3 brands of tee-shirts in 6 colors each in either long sleeve or short sleeve. How many different shirts are there?
6. A dice is rolled 5 times. How many possible rolls are there?
7. A three-digit lottery ticket using the numbers 0 to 9 has how many possible combinations?

Colonization and Revolutionary War: Roanoke The Lost Colony

by ReadWorks



map from Chesapeake Bay to Cape Lookout by John White

During the 1580s, the English made several unsuccessful attempts to establish a colony in America. Then, in July 1587, a group of English men and women landed on Roanoke Island off the coast of what is now North Carolina. Their leader was John White. Later that year, White sailed back to England for supplies. But John White was delayed in England. He could not return until 1590. He came back with five ships and more English men and women who wanted to live in the colony.

By the time John White's ships returned, the colony had vanished. All of the houses were taken down. The settlers left no trace of their whereabouts -except for one small clue. The word "CROATOAN" was carved into a post of the fort. John White walked around the ruins,

trying to figure it all out. Before he left for England, his daughter had given birth to a baby named Virginia - the first European baby in the New World. What had happened to his daughter and grandchild? He walked pensively along the shore. Before he left he had buried some personal items in a chest in the dirt. Someone had found the chest and taken all of its contents. John White noticed that the colonists' little boats, once used for fishing and exploring, were also gone.

What could Croatoan possibly mean? Croatoan was a nearby island with its own group of Native Americans. What could have happened? Even today, no one knows the answers to these questions. The colony was abandoned and no more English settlers arrived until 1607, when Jamestown was established.

Name: _____ Date: _____

1. Why did John White leave the colony at Roanoke in 1587?

- A. He went to investigate Croatoan.
- B. He returned to England for supplies.
- C. He went to go found the Jamestown Colony.
- D. He left to look for his daughter and granddaughter.

2. Why does the author describe things that White found missing at Roanoke?

- A. to describe how terrible the weather was at Roanoke
- B. to show how mysteriously the colonists had disappeared
- C. to argue that John White had landed in the wrong place
- D. to warn the reader against trying to start a colony

3. Why is Roanoke called the Lost Colony?

- A. When John White returned from England, he was unable to find any of the colonists.
- B. The colonists had suffered a tough winter and had lost many people to disease.
- C. When John White returned, he found the colonists wandering around lost.
- D. England lost the colony when the settlers declared their independence.

4. Read the following sentences: "But John White was delayed in England. He could not return until 1590."**The word *delayed* means**

- A. forced to do something later than planned
- B. had a job taken away from him
- C. arrested and put on trial for a crime
- D. lost and disappeared without a trace

5. This passage is mostly about

- A. how the colony of Roanoke disappeared.
- B. the first war between Europeans and Native Americans.
- C. how Roanoke colonists got along with native people.
- D. why European colonies were started in the Americas.

6. What items did John White find missing at Roanoke?

7. The author states that the Roanoke colony was abandoned and no more English settlers arrived until 1607 when the Jamestown colony was established. Why might have English settlers waited a number of years to return to the colony?

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

When John White returned to Roanoke, no trace of the settlement remained,
_____ the word "CROATOAN" was carved into a tree.

- A. for example
- B. because
- C. although
- D. above all