

UNIT 4

CONTACT SPORTS: WORTH THE RISK?

WHAT ARE WE GOING TO LEARN?

TURN & TALK (2 minutes):

1. Which sports do you think are most popular in our culture?
2. Why do people like those sports better than others?



WHAT ARE WE GOING TO LEARN?

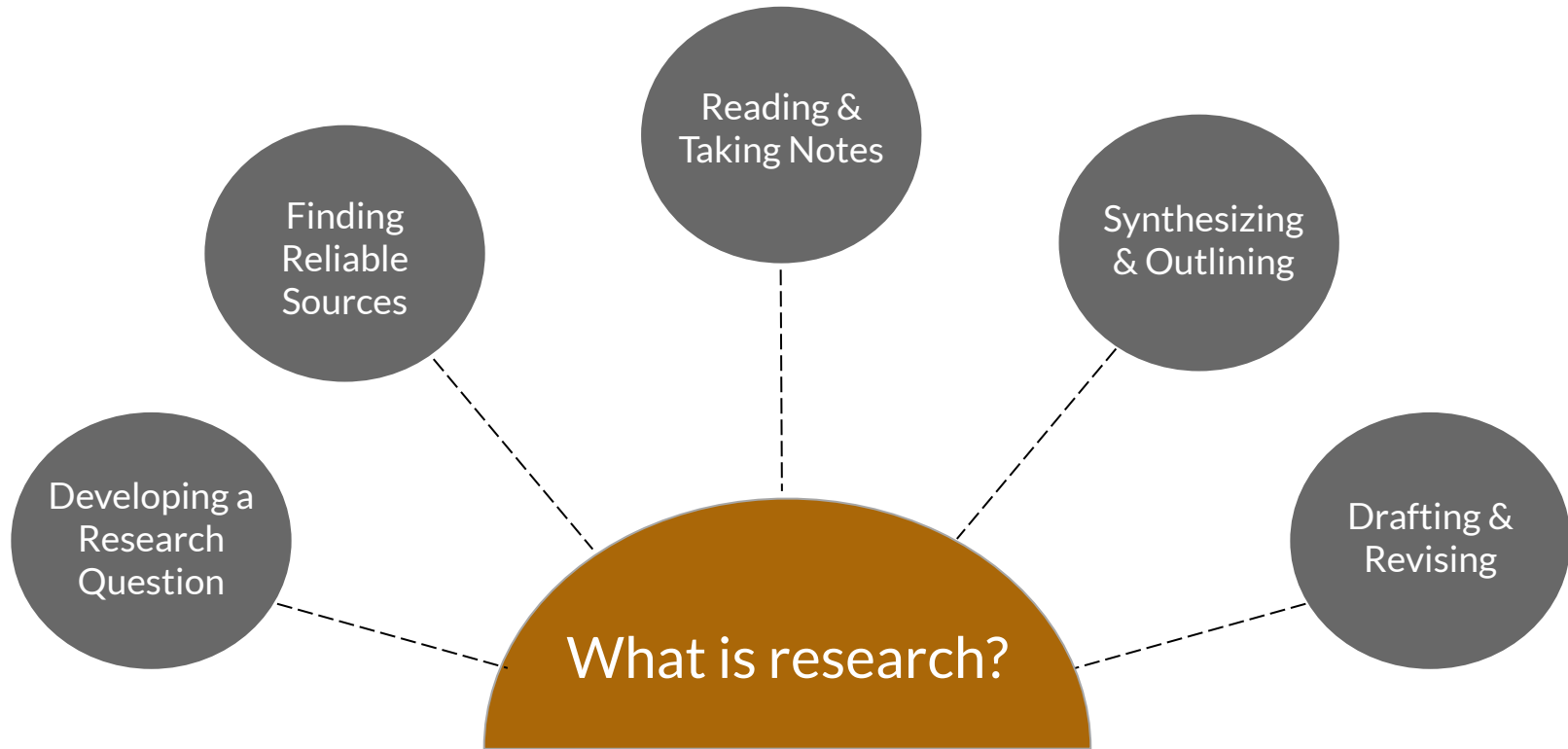


In this unit, we'll explore differing viewpoints about the risks and benefits of contact sports like football and soccer.

We will read and gather evidence to answer a
research question:

Is playing contact sports worth the risk?
Write an essay in which you use **evidence from at least three texts** to support your opinion on this question.

We will use the **research process** to answer this question.



As we read the texts in this unit, we will:



Analyze
how certain
details develop
a central idea.

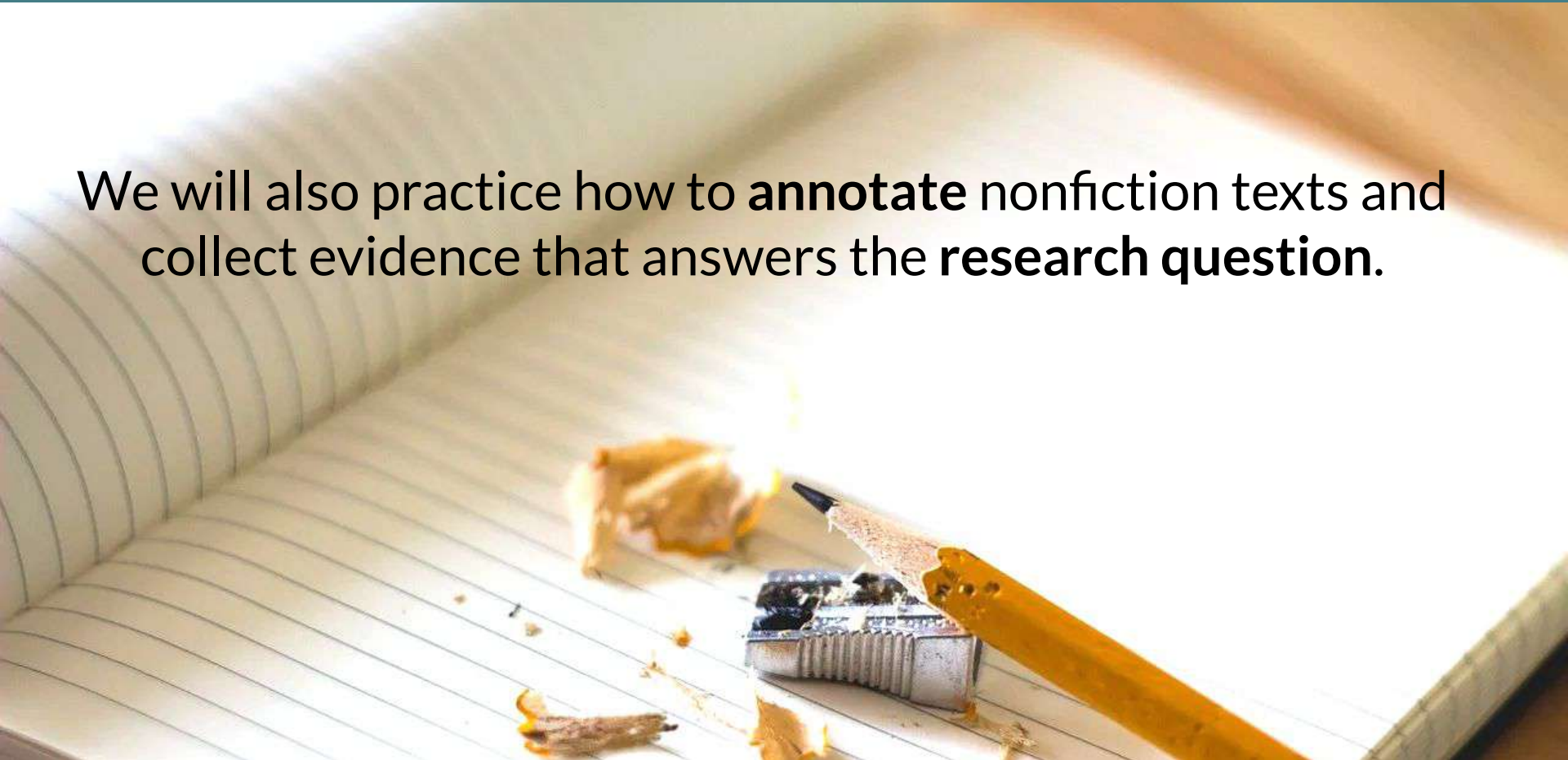


Analyze
how comparisons
can develop a
central idea.



Examine
how word choice
reveals point
of view.

We will also practice how to **annotate** nonfiction texts and collect evidence that answers the **research question**.



At the end of the unit,
we'll use this evidence to
write a **research paper**.



WHAT'S NEXT?

In the next activity, we'll
learn more about the
vocabulary in this unit.

Name _____ Class _____

Vocabulary for Unit 4: Contact Sports: Worth the Risk? — LIST 1

Activity 1: In-Context Predictions

Directions: Use context clues to determine the meaning of each of your new vocabulary words. Your teacher will review the correct definitions with you after. The example below shows you how to do this.



1. Begin by looking at the photo.
Ask yourself, What do I see?
*I see birds flying in the air.
They are not being controlled or told where to go.*
2. Next, look at the caption.
Ask yourself, what word could I put in place of the underlined vocabulary word?
Here I might substitute "all" or "complete" for absolute.
3. Then, look at the example sentence.
Ask yourself, do my substitutions from the caption — "all" and "complete" — make sense in this sentence? Yes, "complete" works in the example sentence as well.
4. Finally, write or type a prediction in the last box.

Example: **Absolute** [ab-suh-loot]

My mother's no absolute. Once she said it, there was no chance of changing her mind.



Birds have absolute freedom to go wherever they like.

What's your prediction?

My Answer: complete

Correct Definition:

1. Chronic [kron-ik]

Manny had a chronic cough that lasted for months after working in an area with polluted air.



After weeks of chronic pain, Emma decided she needed to see her doctor.

What's your prediction?

My Answer:

Correct Definition:

2. Cognitive [kog-ni-tiv]

James's teachers praised her cognitive development when she could spell her name in preschool.



We're worried about Grandma's cognitive abilities; yesterday he got lost on the walk home.

What's your prediction?

My Answer:

Correct Definition:







LESSON OVERVIEW: Related Media Exploration

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What is a “Related Media Exploration”, and how does it support the unit?

About Related Media Explorations	Exploration Title: Playing Through the Pain
This Related Media Exploration gives students a chance to: <ul style="list-style-type: none"> Engage with three videos and one graph Work collaboratively Reflect on their lives and experiences Discuss what they’ve learned 	Students will build knowledge about: <ul style="list-style-type: none"> How the mindset and culture of football can contribute to its risk level How this culture and mindset are beginning to change

How do I facilitate this Related Media Exploration?

Part	Lesson Activities	Time
Part 1	 “A Tremendous Amount of Collision”: Students will watch “NFL – Special – Coaches Crunch Course” and consider how the mindset of professional athletes influences youth and high school sports. (Note: all videos are linked in the accompanying slide deck.)	10 min
Part 2	 How Risky Is It?: Students will explore the graph “Concussions per 10,000 competition exposures” in order to see the concussion risk across different high school sports.	8 min
Part 3	 “That’s the Game of Football”: Students will watch “Do you worry about concussions?” and consider why some teen football players do not let the risk of concussions stop them from playing.	12 min
Part 4	 Changing Perspectives: Students will watch “NFL Players’ Concussion PSA: Be Man Enough to Admit When You’re Hurt GQ Sports” to learn how NFL players view concussions now.	5 min
Part 5	 Independent Reflection: Students will reflect on the ideas they have explored by considering who is most responsible for the mindset towards tackling and concussion in football.	10 min
Part 6	 Whole Class Discussion: Students have the opportunity to share what they have learned with their classmates.	10 min
~55 min total		

Facilitation options

Option 1	Option 2	Option 3	Option 4
 Teacher-Led Exploration	 Partner Exploration	 Independent Exploration	 Blended Exploration
The teacher leads the lesson whole class.	Students explore in pairs.	Students explore independently (with headphones if possible).	The teacher uses a blend of options 1, 2, and 3.
† Recommended! †			

Name _____ Class _____

TEACHER COPY: Related Media Exploration

Playing Through the Pain

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

PART 1: “A Tremendous Amount of Collision”

Directions: Watch “NFL — Special — Coaches Crunch Course” (2:07). Then, answer questions 1-4.



1. Summarize how NFL coaches viewed tackling in 1985, the year this video was made.

- *They viewed tackling as a violent but necessary part of the game.*
- *They glorified tackling and saw it as necessary to winning a game.*
- *They saw tackling as exciting and the reason why people enjoyed watching and playing the game.*

2. How do you think this mindset around tackling in the NFL impacted players in youth and high school football?

- *This mindset probably caused violent tackles to be taught and promoted in younger football leagues.*

3. How do you think this mindset might have impacted players in their futures outside of football?

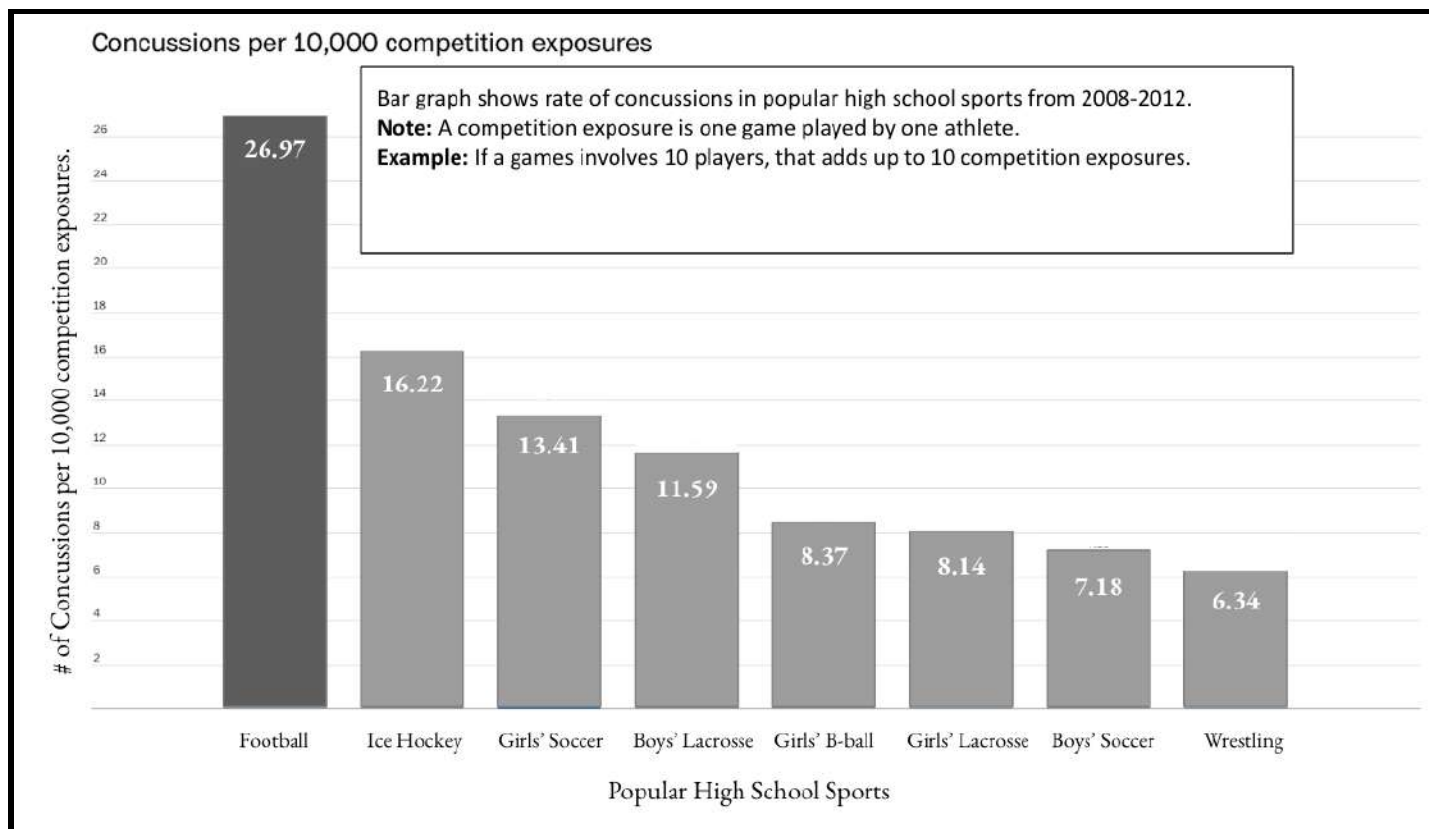
- *This might have caused serious injuries that impacted players even after they stopped playing from football.*

4. What do you think about this mindset in football? Why?

- *Student responses may vary; students may say:*
 - *I think this mindset is dangerous because it could lead to serious and life changing injuries.*

PART 2: How Risky Is It?

Directions: Review the graph “Concussions per 10,000 competition exposures.” Then, answer questions 5-7.



Concussions per 10,000 competition exposures; “Reducing the number of concussions in high school girls’ soccer is a daunting task” by Chelsea Janes; *The Washington Post*; Washingtonpost.com; 24 Apr. 2014; https://www.washingtonpost.com/sports/highschools/reducing-the-number-of-concussions-in-high-school-girls-soccer-is-a-daunting-task/2014/04/24/4054f470-c6ff-11e3-9f37-7ce307c56815_story.htm

5. What do you notice in this graph?

- *Student responses may vary; students may say:*
 - *I notice how much more dangerous football seems to be compared to other sports.*
 - *I notice that girls’ soccer has a higher risk of concussion than boys’ soccer.*

6. What does this graph reveal about the risks people take when playing high school sports?

- *It reveals that the majority of team sports have at least some risk of concussion.*

7. What connection can you make between this graph and the “NFL — Special — Coaches Crunch Course” video?

- *Because football coaches encourage players to hit each other so hard, the players get lots of concussions.*

PART 3: “That’s the Game of Football”

Directions: Follow the link to watch the video “Do you worry about concussions?” (1:40) that interviews high school football players. Then, answer questions 8-9.



8. Summarize the reasons why some of these high school football players **do not** worry about concussions.

- *They think the equipment they use now is better than the equipment used in the past.*
- *They accept it as a natural risk of the game of football.*
- *They think a player should be more focused on the game and less worried about the injuries that could happen.*
- *They have learned new, safer techniques for tackling.*

9. Some of these players seem to be aware of the risk posed by playing football, and yet they continue to play. Why do you think that is?

- *Student responses may vary; students may say:*
 - *They trust the new safety precautions.*
 - *They love the game and the team.*
 - *They want or need a college scholarship.*

PART 4: Changing Perspectives

Directions: Watch “NFL Players’ Concussion PSA: Be Man Enough to Admit When You’re Hurt | GQ Sports” (3:01). Then, answer questions 10-13.



10. Based on this video, how have things changed in football since the 1985 Crunch Course video?

- *Taking hard, violent tackles and going right back into the game is no longer seen as a badge of honor.*
- *Many NFL players now realize the dangers associated with continuous collisions and concussions.*

11. Based on the other parts of this exploration, why are these changes in perspective necessary?

- *These changes are needed because the old message about playing through pain and ignoring injuries (concussions) is not safe.*
- *These changes have been needed because professional football players realize that their example influences the way younger players react to injuries.*

12. Based on this video, why do athletes sometimes play through concussions?

- *They do not want to look weak or afraid.*
- *They think “being a man” means ignoring pain and injury.*

13. What do you think could be done to change the practice of playing through concussions?

- *Student responses will vary.*

PART 5: Independent Reflection

Directions: Respond to the prompt by writing or typing in the box.



PROMPT: Who is *most* responsible for shaping mindsets about tackling in football: players, coaches, parents, or fans? Explain. Summarize evidence from the videos and graph in your response.

SAMPLE RESPONSE:

Student responses may vary; students may say:

- *Coaches are most responsible because they set the tone for their players. In the video “NFL — Special — Coaches Crunch Course” coaches are interviewed and shown telling their players that hits and tackles lead to wins. In the video “NFL Players’ Concussion PSA: Be Man Enough to Admit When You’re Hurt | GQ Sports,” current NFL players explain that they still hear coaches tell players to get back in a game and “man up” if they get hurt. This type of messaging can stay with a player and cause them to always downplay the importance and serious nature of injuries. High school football players like the ones in “Do you worry about concussions?” are influenced by the message and example of their coaches because they are their leaders and mentors.*

PART 6: Whole Class Discussion

Directions: Share your answer to the question from Part 5 with the class. Then, keep the conversation going by discussing the following optional questions.



- Pretend you are the parent of a 12-year-old boy. Based on what you've learned during this exploration, would you sign him up for football? Why or why not?
- Imagine an NFL without tackling. Do you think people would still watch and love this sport? Why or why not?
- Think about the coaches in the first video. If you could share one fact you learned during this exploration with them, what would it be? Why?
- Are you an athlete? How would you describe the way your coaches, teammates, and parents respond to injuries?
- As a sports fan, how do you respond when you see hard tackles or hits in football and other sports?

LESSON OVERVIEW: “WHAT A LIFETIME OF PLAYING FOOTBALL CAN DO TO THE HUMAN BRAIN”

(This page does not appear on the student copy.)

How does this lesson fit into the unit?

Reading Lesson 1	Reading Lesson 2	Reading Lesson 3	Reading Lesson 4	Reading Lesson 5	Unit Test
“What a Lifetime of Playing Football can do to the Human Brain” by Brian Resnick (Informational Text)	“The Concussion Gap: Head Injuries in Girls Soccer are an ‘Unpublicized Epidemic’” by Lee van der Voo (Informational Text)	“The American Academy of Pediatrics on Tackling in Youth Football” by the American Academy of Pediatrics (Press Release)	“Heads Up Football Program Flourishing” by Associated Press (News Article)	“The Social and Academic Benefits of Team Sports” by Paige Maslen (Informational Text)	“Dark Matter Search Turns Up Empty” by Stephen Ornes (Informational Text)
↑ You are here! ↑					




This lesson’s skill focus

In this lesson, students will analyze how **particular details contribute** to the text’s **central idea**. [RI.2]

About this Informational Text

This informational text introduces students to CTE and its connection to repeated concussions. It outlines multiple scientific studies that suggest an increased risk of CTE for those who begin playing tackle football at younger ages.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 <p>Teacher-led, scaffolded and supportive</p>	 <p>Greater student independence</p>	 <p>Student-led, small groups</p>
<ul style="list-style-type: none"> Use the recommended reading modalities (whole class, partner, independent) Pause to answer the During Reading Questions during reading. <p><i>55 total minutes for this lesson</i></p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions Instruct students to take notes independently: As you read, take notes on what CTE is and how it is connected to youth football. 	<ul style="list-style-type: none"> Put students into groups of 3-5 Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding
↑ Recommended! ↑		

Name _____ Class _____

TEACHER COPY:

What a Lifetime of Playing Football can do to the Human Brain

Six things to know about the NFL, concussions, and brain damage

Brian Resnick

Answers in blue

To help us ensure assessment security, please do not post or circulate these answers online.

About this text	
In this article, the author describes the relationship between sports, concussions, and CTE, a gradually worsening brain disease linked to repeated head injuries and concussions.	
Purpose for reading	Vocabulary
To learn about concussions and CTE so we can better understand the debate over the risks of contact sports.	<p>Let's pronounce these words together as a class:</p> <p>Chronic [kron-ik] Cognitive [kog-ni-tiv] Collide [kuh-lahyd] Cumulative [kyoo-myuh-luh-tiv] Impair [im-pair] Prevalent [prev-uh-luhnt] Trend [trend]</p>

WHOLE CLASS READING

[1] Football isn't just a contact sport — it's a dangerous game of massive bodies **colliding** into one another. And while it may seem obvious that this sport can do extraordinary damage to brains and bodies, it's taken far too long for the NFL, the medical community, and football fans to fully reckon with this.

[2] Doctors have learned a tremendous amount about concussions and **chronic** traumatic encephalopathy, or CTE, a degenerative¹ brain condition believed to be caused by repeated hits to the head, since the first former NFL player was diagnosed with CTE in the early 2000s. Concern around the issue has only grown now that more than 100 former NFL players have received a postmortem² diagnosis of CTE, and new research is finding that youth football may be a risk factor for CTE down the line.

[3] Football is still an immensely popular sport in the United States, and this weekend, millions will watch and enjoy the Super Bowl. But all the evidence we now have about the very serious risk of brain injuries casts a dim light on the future of the sport. Here's what you need to know.

DURING READING QUESTIONS

Paragraphs 1-3

A. Think & Share: What is CTE?

- *CTE is a brain condition that gets worse over time.*

B. Think & Share: What causes CTE?

- *CTE is believed to be caused by repeated hits to the head.*

C. Write: State the author's claim in your own words.

- *Football is a dangerous sport that puts players at risk of developing CTE from concussions and head injuries.*

¹ **Degenerative** (adjective): characterized by a gradual decline or worsening

² done after death

PARTNER READING

DURING READING QUESTIONS

Concussions are incredibly commonplace in professional football

[4] The human brain — the most complicated and powerful organ on planet Earth — is squishy. And when a person hits their head hard, the brain can bounce around and twist in the skull. It's this rapid motion of the brain inside the skull that creates the traumatic³ brain injury known as a concussion.

[5] During impact, individual neurons⁴ can be stretched and damaged. Brain chemistry gets out of whack. Concussions make people “see stars,”⁵ become disoriented,⁶ lose consciousness, become sensitive to light and sound, get headaches, and have sluggish or confused thoughts for weeks and even months.

[6] Heads and bodies get smashed and shuddered every week during the football season. And despite changing the rules to allow for more severe penalties and fines for flagrant⁷ helmet-to-helmet hits, the NFL has not succeeded so far in preventing concussions.

[7] The number of concussions sustained during practice and gameplay in 2018 fell somewhat, from a total of 281 in 2017 to a total of 214 in 2018, according to the NFL's injury data. But they still occur regularly.

[8] This data doesn't cover the countless additional blows to the head that don't reach the level of concussion but still may pose a risk for the brain.

Chronic Traumatic Encephalopathy Is a Degenerative Brain Disease Caused By Repetitive Hits

[9] CTE is not about single concussions. It's the result of repeated concussions — and even head impacts that are not quite as severe — which can result in lasting structural changes in the brain. “The pain you feel [after a hit] is not necessarily an indicator of the damage that does to your head,” says Philip Bayly, an engineering professor at Washington University in Saint Louis, who has been studying the mechanics of brain movement inside the head.

[10] Specifically, brains with CTE accumulate⁸ a protein called tau (which is believed to be dislodged from brain fibers during an injury). Tau clumps together in the tissues of the brain, interrupting critical information flow.

[11] Currently the only way to definitively diagnose CTE is through an autopsy.⁹ In 2005, researchers published the first confirmed case of CTE in an NFL player (the lead author of that study, Bennet Omalu, was portrayed by Will Smith in the movie *Concussion*). The results of that report contained ominous¹⁰ statistics to suggest CTE might be frighteningly **prevalent** among players:

[12] There are approximately 0.41 concussions per NFL game of American football: 67.7% of concussions involve impact by another player's helmet, 20.9% involve impact by other body regions (e.g., a knee), and 11.4% involve impact on the ground (29, 31, 32, 40). It has been reported that 9.3% of the concussions involved loss of consciousness and 2.4% of the concussions resulted in hospitalization.

Paragraphs 4-8

A. Turn & Talk: In your own words, describe what happens when someone gets a concussion.

- *The person's brain bangs against their skull, causing pain and vision and thinking problems.*

B. Write: How does the author view the NFL's efforts to make football safer?

- *He thinks these efforts are not working well enough.*

Paragraphs 9-13

Write: Why do researchers believe “CTE might be frighteningly prevalent among [NFL] players” (11)?

- *NFL players get a lot of concussions, and CTE is caused by getting concussions over and over again.*

³ **Trauma** (noun): a severe physical injury or emotional shock

⁴ a nerve cell in the body; there are many neurons in the brain

⁵ the dizziness and flashes of light that can occur after a head injury

⁶ **Disoriented** (adjective): confused or without a sense of direction; often a temporary condition

⁷ **Flagrant** (adjective): obviously wrong, offensive, or against the rules

⁸ **Accumulate** (verb): gradually build up or gather

⁹ **Autopsy** (noun): a physical examination of a body after death, often to discover the cause of death or disease

¹⁰ **Ominous** (adjective): threatening; giving the impression that something bad is going to happen

[13] And since then, evidence has only mounted¹¹ that the repeated head blows in the NFL contribute to the disease.

INDEPENDENT READING

There's a range of CTE symptoms, from forgetfulness to violent behavior

[14] The symptoms of CTE creep slowly, taking 8 to 10 years to manifest¹² after initial repeated brain traumas, and can grow worse over decades.

[15] In stage I, symptoms are subtle: headaches, short-term memory loss, and loss of attention. By stage IV, "most subjects also showed profound loss of attention and concentration, executive dysfunction,¹³ language difficulties, explosivity, aggressive tendencies, paranoia, depression, gait and visuospatial difficulties,"¹⁴ the paper explains.

It's unclear how many former NFL players have CTE

[16] CTE can only be conclusively diagnosed through an autopsy (though progress is being made in diagnosing via MRI).¹⁵ So it's hard to say how many current and former football players have the condition. What we do know is that there are dozens of cases of confirmed CTE — enough to be alarming.

[17] In 2017, *JAMA* published a major and disturbing finding. Researchers had collected the autopsied brains of 202 former football players who had donated their brains to science, or had them donated via their next of kin. The players included those who had played in the NFL, but also those who only played through college, and a few who had only played in high school.

[18] Of the 202 brains, 177, or nearly 90 percent, were diagnosed with CTE. And there was a pattern: those who had played football longer were more likely to have worse brain damage. Among the former NFL players in the sample, 99 percent had CTE. This suggests the effects of brain trauma on CTE are **cumulative**. The more trauma over a longer period, the worse the symptoms.

[19] This is not to say that 99 percent of NFL players will develop CTE (the brains were donated and are not a representative sample).¹⁶ But it does show that football players are, indeed, at risk.

DURING READING QUESTIONS

Paragraphs 14-15

Write: Summarize how the symptoms of CTE change over the course of the disease.

- *At each stage, the symptoms become worse.*

Paragraphs 16-19

Write: What did the study suggest about the connection between football and brain damage?

- *The longer a person plays football, the worse their brain damage is likely to be.*

WHOLE CLASS READING

Even high school and college-level play poses a risk

[20] One of the biggest consequences of the concussion research is that fewer young people are participating in the sport. In a recent documentary, retired star quarterback Brett Favre said he'd prefer that his grandsons play golf over football. Celebrities like former President Barack Obama have said they wouldn't let their sons play football.

[21] National **trends** reflect the unease.¹⁷ The number of high school students playing football dropped by 20,000 between 2016 and 2017, continuing a downward **trend**. In 2008, 1.11 million high school students played football. Now,

DURING READING QUESTIONS

¹¹ **Mounted** (verb): increased

¹² **Manifest** (verb): display or show

¹³ having trouble with skills such as paying attention, remembering information, and completing tasks

¹⁴ difficulty judging distance and speed that can result in clumsiness

¹⁵ MRI is short for magnetic resonance imaging, a medical test that creates detailed images of organs and tissue within the body.

¹⁶ A representative sample refers to a small group of people who are chosen so that the makeup of the group will match the makeup of a larger population. For example, if the population is 51% female, a representative sample would also be 51% female.

¹⁷ **Unease** (noun): anxiety or emotional discomfort

it's 1.039 million. That said, football is still the most popular sport for high school males.

[22] And there's some data to suggest that drop in participation is led by white students. "Black kids in lower-income communities without a lot of other sports available are still flocking to football," the Atlantic's Alana Semuels reports.

[23] And parents have reason to be concerned about young kids playing the sport.

[24] A 2015 study found that former NFL players who began football before age 12 fared worse on **cognitive** assessments than those who started later in their teens. And this held true even controlling for number of years played.¹⁸

[25] It suggests (though not conclusively) that playing football at ages younger than 12 is more dangerous for long-term **cognitive** decline than starting at an older age. "The results of this study suggest that sustaining repeated head injuries during critical periods of brain maturation¹⁹ could alter neurodevelopmental trajectories, leading to later-life **cognitive impairment**," the study concluded.

[26] More recently, a study on the brains of deceased football players also found a link between early play and CTE. Athletes who began playing tackle football before age 12 developed the **cognitive** and behavior symptoms of CTE 13 years earlier on average than those who started playing later in their teenage years.

[27] So, brain changes are a concern for younger football players. Yet another study found evidence to suggest that college football experience can lead to a decrease in the volume of the hippocampus²⁰ — a critical region for memory — compared to people who never played college football.

[28] And teenage brains can show signs of CTE, as a study of four brains from deceased teenagers who died within a few weeks of sustaining a head injury showed. One of the brains had enough tau protein to be diagnosed with stage 1 CTE.

[29] Again, this study doesn't suggest that CTE among teenagers is **prevalent**. It just shows that it is possible.

Paragraphs 20-22

Turn & Talk: What do you think are some other, possible consequences—positive or negative—of concussion research on youth football?

Student responses will vary; some may say:

- *more safety regulations put in place*
- *fewer concussions*
- *a safer game overall*
- *different sports become popular*
- *other sports could make safety changes too*

Paragraphs 24-29

Find Evidence: Underline three details that reveal why some parents might be concerned about allowing their children to play football.

- *"playing football at ages younger than 12 is more dangerous for long-term **cognitive** decline than starting at an older age." (25)*
- *"Athletes who began playing tackle football before age 12 developed the **cognitive** and behavior symptoms of CTE 13 years earlier on average than those who started playing later in their teenage years." (26)*
- *"Yet another study found evidence to suggest that college football experience can lead to a decrease in the volume of the hippocampus — a critical region for memory." (27)*
- *"teenage brains can show signs of CTE" (28)*

"What a lifetime of playing football can do to the human brain" by Brian Resnick. Copyright © 2019 Vox Media, LLC. All rights reserved. Used with permission.

¹⁸ When researchers group players by the total number of years they spent playing football, the players who started before age 12 still do worse on cognitive tests than those who started older.

¹⁹ growth or development

²⁰ a section of the brain

Further Analysis Questions

Directions: Read the following excerpts from “What a Lifetime of Playing Football can do to the Human Brain.” Notice the bolded and underlined portion of each excerpt. Then, work with a partner or independently to answer the questions that follow. Be prepared to discuss your answers with your class.



5 minutes

- “Concern around the issue has only grown now that more than 100 former NFL players have received a postmortem diagnosis of CTE, and new research is finding that youth football may be a risk factor for CTE down the line.” (2)
- “The results of that report contained ominous statistics to suggest CTE might be frighteningly prevalent among players.” (11)
- “This suggests the effects of brain trauma on CTE are cumulative.” (18)
- “This is not to say that 99 percent of NFL players will develop CTE (the brains were donated and are not a representative sample).” (19)
- “It suggests (though not conclusively) that playing football at ages younger than 12 is more dangerous for long-term cognitive decline than starting at an older age.” (25)
- “Yet another study found evidence to suggest that college football experience can lead to a decrease in the volume of the hippocampus — a critical region for memory — compared to people who never played college football.” (27)

1. What is the difference between “suggest” and “prove”?

2. What is revealed by the author’s word choice in the underlined portions of each excerpt?

3. Consider all the studies referenced in “What a lifetime of playing football can do to the human brain.” When you consider all of the studies together, what is *most likely* true about football and CTE?



Taking Notes for your Research Paper

Directions: Think about how this text answers our research question. Then add notes to your graphic organizer in the row for this text. *10 minutes*

Name _____ Class _____

RESEARCH QUESTION: Is playing contact sports worth the risk?		
Text Title	Yes, playing contact sports is worth the risks. Examples and evidence (paragraph #)	No, playing contact sports isn't worth the risks. Examples and evidence (paragraph #)
What a Lifetime of Playing Football Can Do to the Human Brain		
The Concussion Gap: Head Injuries in Girls Soccer Are an 'Unpublicized Epidemic'		

Name _____

Class _____

Independent Practice



Directions: Answer the multiple choice questions for “What a Lifetime of Playing Football can do to the Human Brain.” 5 minutes ***Note:** To ensure test security, answers to the following assessment items are viewable only on commonlit.org for verified teacher accounts. Navigate to the Answer Key tab on the text page to gain access.*

1. What connection does the author draw between football and brain damage? **[RI.3]**
 - A. Football is more likely to lead to repeated concussions than any other sport.
 - B. Football can lead to more severe symptoms of CTE compared to other sports.
 - C. The longer someone plays football, the worse their brain damage is likely to be.
 - D. The younger a football player is, the easier it is for them to recover from a concussion.

2. Which piece of evidence *best* reveals why "youth football may be a risk factor for CTE down the line" (2)? **[RI.1]**
 - A. “And despite changing the rules to allow for more severe penalties and fines for flagrant helmet-to-helmet hits, the NFL has not succeeded so far in preventing concussions.” (Paragraph 6)
 - B. “Among the former NFL players in the sample, 99 percent had CTE.” (Paragraph 18)
 - C. “A 2015 study found that former NFL players who began football before age 12 fared worse on cognitive assessments than those who started later in their teens.” (Paragraph 24)
 - D. “Yet another study found evidence to suggest that college football experience can lead to a decrease in the volume of the hippocampus — a critical region for memory — compared to people who never played college football.” (Paragraph 27)

3. In paragraph 13, what does the phrase “evidence has only mounted” indicate about the results of recent scientific studies of concussions? **[RI.4]**
 - A. It reveals that new evidence has made people more uncertain about the connection between repeated concussions and CTE.
 - B. It reveals that the evidence connecting repeated concussions to CTE has increased as more research is done.
 - C. It reveals that there is now evidence disproving the belief that repeated concussions contribute to CTE.
 - D. It reveals that new evidence has made people more confident that football can be made safe.

4. Which statement *best* expresses the central idea of the article? **[RI.2]**
 - A. Scientists have proven that CTE is a disease that severely affects a person’s life.
 - B. Scientists have proven that CTE is a very common disease among young football players.
 - C. Research suggests that concussions sustained while playing football can contribute to CTE.
 - D. Research suggests that football players with CTE may experience no serious symptoms of the disease.

Quick Partner Discussion

Directions: Discuss the questions with a partner. Record both of your answers to the questions. Practice speaking with academic language by using the discussion sentence starters. *5 minutes*



DISCUSSION SENTENCE STARTERS

- *In the text it said that...*
- *One moment that illustrates this is...*
- *The connection I see between ____ and ____ is...*
- *What you said about ____ connects to ____ because...*

1. What questions do you still have about concussions and CTE?

My answer	My partner's answer

2. What do you think could be done to reverse the **trend** of serious head injuries in football?

My answer	My partner's answer

3. What is something you love doing for fun? Would you be willing to give this activity up if there were a high risk of injury? Explain your answer.

My answer	My partner's answer

Name _____ Class _____

To help us ensure assessment security, please do not post or circulate these answers online.

RESEARCH QUESTION:

Is playing contact sports worth the risk?

Text Title	Yes, playing contact sports is worth the risks. Examples and evidence (paragraph #)	No, playing contact sports isn't worth the risks. Examples and evidence (paragraph #)
<p>"What a Lifetime of Playing Football Can Do to the Human Brain"</p>		<p><i>"a degenerative brain condition believed to be caused by repeated hits to the head"</i></p> <p><i>"When a person hits their head hard, the brain can bounce around and twist in the skull. It's this rapid motion of the brain inside the skull that creates the traumatic brain injury known as a concussion"</i></p> <p><i>"heads and bodies get smashed and shuddered every week during the football season"</i></p> <p><i>"headaches, short-term memory loss, and loss of attention"</i></p> <p><i>"profound loss of attention and concentration, executive dysfunction, language difficulties, explosivity, aggressive tendencies, paranoia, depression, gait and visuospatial difficulties"</i></p>

<p>“The Concussion Gap: Head Injuries in Girls Soccer Are an ‘Unpublicized Epidemic’”</p>	<p><i>“local experts concerned about concussion risks note that sports, including girls soccer, have plenty of benefits”</i></p> <p><i>“Just being physically active is good for kids, and sports like soccer help establish lifelong fitness habits”</i></p>	<p><i>“knocks with other players on aerial play — including head-to-head contact and arms and elbows to the head — and contact with the ground”</i></p>
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RESEARCH QUESTION:
Is playing contact sports worth the risk?

Text Title	Yes, playing contact sports is worth the risks. Examples and evidence (paragraph #)	No, playing contact sports isn't worth the risks. Examples and evidence (paragraph #)
<p>“The American Academy of Pediatrics on Tackling in Youth Football”</p>		<p><i>“If subconcussive blows to the head result in negative long-term effects on health, then limiting impacts to the head should reduce the risk of these long-term health problems”</i></p>

<p>“Heads Up Football Program Flourishing”</p>	<p><i>“to educate everyone who needs to know more about the trauma in the sport, and [make sure] that when trauma happens, that the right action takes place”</i></p> <p><i>“searching for a teaching progression that made tackling safer”</i></p>	
<p>RESEARCH QUESTION: Is playing contact sports worth the risk?</p>		
<p>Text Title</p>	<p>Yes, playing contact sports is worth the risks. Examples and evidence (paragraph #)</p>	<p>No, playing contact sports isn't worth the risks. Examples and evidence (paragraph #)</p>

<p>“The Social and Academic Benefits of Team Sports”</p>	<p><i>“more than 97% of student athletes graduated high school, 10% higher than those students who had never participated in sports”</i></p> <p><i>“promotes increased concentration, better memory, enhanced creativity, more effective problem solving, and an improved mood”</i></p> <p><i>“modify the amount of body contact that goes on in soccer to limit the dangerous aggressive behavior that is associated with concussion”</i></p>	
<p>Supplemental or additional text:</p>		
<p>RESEARCH QUESTION: Is playing contact sports worth the risk?</p>		
<p>Text Title</p>	<p>Yes, playing contact sports is worth the risks.</p>	<p>No, playing contact sports isn't worth the risks.</p>

LESSON OVERVIEW: “THE CONCUSSION GAP: HEAD INJURIES IN GIRLS SOCCER ARE AN ‘UNPUBLICIZED EPIDEMIC’”

(This page does not appear on the student copy.)

How does this lesson fit into the unit?

Reading Lesson 1	Reading Lesson 2	Reading Lesson 3	Reading Lesson 4	Reading Lesson 5	Unit Test
“What a Lifetime of Playing Football can do to the Human Brain” by Brian Resnick (Informational Text)	“The Concussion Gap: Head Injuries in Girls Soccer are an ‘Unpublicized Epidemic’” by Lee van der Voo (Informational Text)	“The American Academy of Pediatrics on Tackling in Youth Football” by the American Academy of Pediatrics (Press Release)	“Heads Up Football Program Flourishing” by Associated Press (News Article)	“The Social and Academic Benefits of Team Sports” by Paige Maslen (Informational Text)	“Dark Matter Search Turns Up Empty” by Stephen Ornes (Informational Text)
	↑ You are here! ↑				




This lesson’s skill focus

In this lesson, students will analyze how an author uses a **comparison** to **develop the central idea**. [RI.3]

About this Informational Text

This informational text introduces students to another sport that carries a high risk of concussion: girls soccer. Students will explore how head injuries have been treated differently in girls soccer and football.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 <p>Teacher-led, scaffolded and supportive</p>	 <p>Greater student independence</p>	 <p>Student-led, small groups</p>
<ul style="list-style-type: none"> Use the recommended reading modalities (whole class, partner, independent) Pause to answer the During Reading Questions during reading. <p><i>50 total minutes for this lesson</i></p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions Instruct students to take notes independently: As you read, take notes on the similarities and differences in injuries between girls soccer and football. 	<ul style="list-style-type: none"> Put students into groups of 3-5 Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding
↑ Recommended! ↑		

Name _____ Class _____

TEACHER COPY: The Concussion Gap: Head Injuries in Girls Soccer Are An ‘Unpublicized Epidemic’

Lee van der Voo

**Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online. **

About this text	
In this article, Lee van der Voo, an award-winning investigative journalist, compares girls soccer to football, revealing the increasing, but often overlooked, concussion risks that female soccer players face.	
Purpose for reading	Vocabulary
To learn about concussions in girls’ soccer and some of the factors that cause them.	<p>Let’s pronounce these words together as a class:</p> <p>Collide [kuh-lahyd] Epidemic [ep-i-dem-ik] Paramount [par-uh-mount] Trend [trend]</p>

WHOLE CLASS READING

[1] When it comes to concussion in sports, all eyes are on football, or so it seems. But it’s not just football that causes a high number of head injuries among young athletes.

[2] Another culprit? Girls soccer.

[3] National research has found girls are more likely to suffer a concussion than boys in any sport. In 2017, researchers at Northwestern University generated national headlines when they found concussion rates among young female soccer players were nearly as high as concussion rates for boys playing football — and roughly triple the rate of concussions in boys soccer.

[4] In Oregon, injury reports from public high schools analyzed by InvestigateWest and Pamplin Media Group¹ mirrored that **trend**, showing soccer concussions were second to those from football between 2015 and 2017. What’s more, at the schools that included the gender of injured athletes, there were nearly twice as many reports of possible concussions for girls playing soccer than boys in the sport.

[5] The rate of concussions in girls soccer worries local experts like Jim Chesnutt, a doctor in sports medicine at Oregon Health & Science University, who says those injuries are not widely recognized, even as concussion rates rise for girls playing soccer.

[6] “In a lot of ways, it’s a growing **epidemic** for young girls that I think has gone unpublicized,”² said Chesnutt, co-director of the Oregon Concussion Awareness and Management Program and a member of the Governor’s Task Force on Traumatic Brain Injury.

¹ InvestigateWest and Pamplin Media Group are news organizations based in Washington state.

² **Unpublicized** (adjective): not widely shared with the public

DURING READING QUESTIONS

Paragraphs 1-6

A. Think & Share: What does Chesnutt’s use of the word **epidemic** imply about how he wants others to view concussions in girls soccer?

- *He wants people to take the problem seriously.*
- *He wants people to realize that the problem is growing and connects to the sport as a whole, not just one league or team.*

B. Turn & Talk: How might publicizing the high number of concussions affect girls soccer?

- *Parents might not let their daughters play anymore.*
- *People might try to change the game so it is less risky.*

PARTNER READING

DURING READING QUESTIONS

More exposure, more injury

[7] It's understandable that much of the youth concussion conversation centers on football, given the physical contact that is visibly — and audibly — evident on every play, as well as the large rosters and the lengthy lists of players who are injured.

[8] But if you compare girls soccer with football, and only look at the high school participation and injury data, "you're missing a gigantic part of the picture," according to Michael Koester, a doctor of sports medicine at the Slocum Center in Eugene. He directs its sports concussion program and serves as the chair of the Sports Medicine Advisory Committee for the National Federation of State High School Associations.

[9] Koester notes that high school boys play eight to 10 football games per season, and typically play other sports in the off-season.

[10] Girls, however, play 15 to 20 soccer games in a high school season, but when that season ends, they may play another 80-plus games throughout the winter, spring and summer with club teams, said Koester, who, like Chesnutt, is a medical adviser to the Oregon Schools Activities Association.

[11] "If we're looking at injury risk by athletic exposure," which is one practice or game, a standard in evaluating risk, Koester said, female soccer players probably are playing five if not 10 times more practices and games than football players.

[12] And Koester doesn't see the **trend** ending.

[13] "The thought used to be that this was all revolving around, 'Wow! They want to get their kid a scholarship,'" he said. "Now it's kind of gotten to the point where there's so much single-sport participation that we see kids that are specializing³ in a sport early, just so they'll be able to make their high school team."

[14] Single-sport athletes are more prone to injury in any sport. According to a study by scientists at the University of Wisconsin, high school athletes who specialized in just one sport at an early age were twice as likely to suffer injuries to their lower extremities.⁴

[15] "We see a lot of overuse injury among girls playing soccer," Koester said. "We see a lot of ACL⁵ injuries among girls playing soccer. It's a well-known problem."

Paragraphs 8-11

Write: What "gigantic part of the picture" does Michael Koester believe people are missing when they compare injury risk in girls soccer to football?

- *People are missing the fact that girls often continue to play soccer in the offseason, so they have a much higher exposure to potential injuries.*

Paragraphs 12-15

Write: What change has Koester noticed in youth sports?

- *Many kids now play one sport year-round, instead of playing a different sport each season.*
- *Youth sports have become so competitive that kids feel they have to specialize in order to compete.*

INDEPENDENT READING

DURING READING QUESTIONS

Aggressive⁶ play

[16] Another factor is the evolution⁷ of sports.

[17] Angella Bond is an athletic trainer for Tuality Sports Medicine and works on the sidelines with athletes at Hillsboro schools. Anecdotally, she said, all athletes push to be bigger, faster and stronger. Soccer is no exception, nor are girls.

[18] Is there a 'safe' header?⁸ Training players in certain techniques may make them less likely to be injured by header balls. As athletes develop, they take bigger hits at higher speeds, and competitive games build on their momentum. As

³ **Specialize** (verb): to focus on and become an expert in one skill or subject

⁴ legs and feet

⁵ The anterior cruciate ligament (ACL) connects the thigh bone to the shinbone at the knee

⁶ **Aggressive** (adjective): competitive and physically forceful; showing a willingness to physically fight in an effort to win

⁷ **Evolution** (noun): the slow change or development of something over time

⁸ A "header" refers to the soccer technique of passing and intercepting the ball by hitting it with one's head.

competition grows in girls soccer, the sport is **trending** to be more aggressive, she said.

[19] “Unfortunately, I think that happens with girls sports,” she said. “Arms fly a little bit more.”

[20] Chesnutt agreed. “I think over the years, soccer has become more physical,” he said. “And I think the physical contact and the aggressive nature of that physical contact is more associated with concussions.”

[21] According to the American Academy of Pediatrics, soccer — unlike football, ice hockey and lacrosse — is not a “**collision** sport.” But it is a “contact sport” because athletes “routinely make contact with each other or inanimate objects.”

[22] Header balls, though often singled out as a source of concussions, are not necessarily to blame.

[23] The force created when a soccer ball meets a head can rattle a brain, but data increasingly points to other factors when competitors vie⁹ for a ball in the air.

[24] According to a study by The Research Institute at Nationwide Children’s Hospital, while headers accounted for 27 percent of concussions, it was knocks with other players on aerial¹⁰ play — including head-to-head contact and arms and elbows to the head — and contact with the ground that accounted for 70 percent of those concussions in girls soccer, suggesting aggressive play is a factor in most concussions involving headers.

Why girls?

[25] But why are girls more prone to concussions than boys while playing soccer? The prevailing¹¹ theories focus on their weaker neck-muscle development, weaker body strength (needed to stabilize the neck and head during aerial play), and more frequent contact with the ground. A year ago, a study in the Journal of the American Osteopathic Association found that female high school soccer players took twice as long as male players to recover.

[26] It’s also possible that girls don’t benefit as much from early treatment. A recent study published by the American Academy of Pediatrics found that girls are five times more likely than boys to stay on the pitch¹² and play through a head injury.

[27] And the soccer community has been slow to recognize the hard hits its girls are taking. Instead, soccer is at the forefront¹³ of the cultural empowerment¹⁴ of girls.

[28] Local experts concerned about concussion risks note that sports, including girls soccer, have plenty of benefits. Just being physically active is good for kids, and sports like soccer help establish lifelong fitness habits, teach team-building skills, and promote character development and assertiveness.¹⁵

[29] “The worry is that the take-home message is that (girls soccer) is healthy and fantastic and nothing can be bad about it,” said Koester, who says an opposite negative message, equally extreme, is more often associated with boys playing football.

Paragraphs 16-24

A. Find Evidence: Underline three details that reveal why the risk of injury in girls soccer is increasing.

- “all athletes push to be bigger, faster and stronger” (17)
- “As athletes develop, they take bigger hits at higher speeds, and competitive games build on their momentum.” (18)
- “As competition grows in girls soccer, the sport is trending to be more aggressive.” (18)
- “over the years, soccer has become more physical” (20)
- “knocks with other players on aerial play — including head-to-head contact and arms and elbows to the head — and contact with the ground” (24)

B. Write: Consider paragraph 24. Why are girls soccer risks comparable to football?

Student responses will vary, but some may say:

- *The risks are comparable because girls playing soccer collide with each other and the ground just like football players do.*

Paragraphs 25-29

A. Write: How does the culture of girls soccer contribute to its higher risk for injury?

- *They do not have a culture that builds an awareness of injury risk.*
- *They do not have a culture that makes acknowledging an injury seem strong or powerful.*

B. Write: What is problematic about the way that people **tend** to contrast girls soccer and football?

- *People do not have a balanced view of risk in either sport; they see boys football as extremely risky and girls soccer as unriskey, but both sports are equally risky.*

⁹ **Vie** (verb): to compete with others for something

¹⁰ **Aerial** (adjective): in or moving through the air

¹¹ **Prevailing** (adjective): current and accepted

¹² soccer field

¹³ **Forefront** (noun): leading or popular position

¹⁴ “Cultural empowerment” means giving people the confidence, power, and authority to make their own decisions.

¹⁵ **Assertiveness** (noun): the character trait of speaking and acting with confidence

WHOLE CLASS READING

DURING READING QUESTIONS

Greater awareness needed

[30] Concussion education and awareness in girls soccer is **paramount**, according to local experts such as Chesnutt.

[31] "I think the way to decrease it is to really analyze how we can modify the amount of body contact that goes on in soccer to limit the dangerous aggressive behavior that is associated with concussion," he said.

[32] Unlike youth football, a sport that's adjusting to new information about concussions all the time, soccer has largely failed to address new information about concussions, Chesnutt said.

[33] Football, for example, has reduced head-to-head helmet play, limited full-contact practices and games, and zeroed in on the specialty teams with the highest concussion rates.

[34] "Football has really done, I think, an exceptional job of identifying some areas where there have been some definite higher incidents and some problems," said Chesnutt, who lectures nationally about youth concussions. "As a group of coaches, leagues, parents and referees, they've all looked at it and come up with some solutions that have decreased concussion rates. And I think it's time for soccer to do the same thing."

Paragraphs 30-34

A. Think & Share: How does the author suggest that girls soccer leagues learn from what is happening in boys football?

- *Girls soccer leagues should take an approach similar to youth football leagues and respond to the new information about concussions by making changes to the parts of the game that lead to the most injuries.*

B. Poll the Class: Which do you think is more dangerous: football or girls soccer? Be prepared to defend your response.

- A. Football
- B. Girls soccer

["The Concussion Gap: Head Injuries in Girls Soccer are an 'Unpublicized Epidemic'"](#) by Lee van der Voo. Copyright © 2018 by InvestigateWest. Reprinted with permission, all rights reserved.



Taking Notes for your Research Paper

Directions: Think about how this text answers our research question. Then add notes to your graphic organizer in the row for this text. *10 minutes*

Name _____ Class _____

RESEARCH QUESTION: Is playing contact sports worth the risk?		
Text Title	Yes, playing contact sports is worth the risks. Examples and evidence (paragraph #)	No, playing contact sports isn't worth the risks. Examples and evidence (paragraph #)
What a Lifetime of Playing Football Can Do to the Human Brain		
The Concussion Gap: Head Injuries in Girls Soccer Are an 'Unpublicized Epidemic'		

Name _____ Class _____

Independent Practice



Directions: Answer the multiple choice questions for “The Concussion Gap: Head Injuries in Girls Soccer are an ‘Unpublicized Epidemic.’” 5 minutes

To ensure test security, answers to the following assessment items are viewable only on [commonlit.org](https://www.commonlit.org) for verified teacher accounts. Navigate to the Answer Key tab on the text page to gain access.

1. What is the *best* meaning of “culprit” as it is used in paragraph 2? **[RI.4]**
 - A. source of confusion
 - B. source of a solution
 - C. source of a problem
 - D. source of understanding

2. What is the relationship between the changes in girls soccer and the growing trend of player concussions? **[RI.3]**
 - A. The sport is becoming more popular, which leads to more athletes being exposed to injury.
 - B. Female soccer players are becoming more confident, causing them to speak out about concussions.
 - C. The sport is becoming more aggressive and competitive, which leads to more opportunities for injury.
 - D. More girls are playing soccer year round, which makes them stronger and less likely to get concussions.

3. Which statement *best* reveals how the distinction between “contact sport” and “collision sport” could affect the way people view girls soccer (Paragraph 21)? **[RI.3]**
 - A. It could make people think girls soccer and football present equal risks of concussion.
 - B. It could make people think that the risk of injury in football is higher than in girls soccer.
 - C. It could make people think of soccer as more dangerous than other girls team sports.
 - D. It could make people think that football presents a lower risk of concussion or injury than soccer.

4. Which statement *best* expresses the central idea of the article? **[RI.2]**
 - A. Concussions are less likely to occur in multi-sport athletes.
 - B. Concussions are easier to prevent in football than in girls soccer.
 - C. Concussions in girls soccer are an overlooked but urgent problem.
 - D. Concussions in girls soccer and football are misrepresented to hide the risk of injury.

Quick Partner Discussion

Directions: Discuss the questions with a partner. Record both of your answers to the questions. Practice speaking with academic language by using the discussion sentence starters. *5 minutes*



DISCUSSION SENTENCE STARTERS

- *In the text it said that...*
- *One moment that illustrates this is...*
- *The connection I see between ___ and ___ is...*
- *What you said about ___ connects to ___ because...*

1. Why do you think the **trend** of concussions in girls soccer is not talked about as much as it is in football?

My answer	My partner's answer

2. Which do you think is more **empowering**: fighting through pain or acknowledging it? Why?

My answer	My partner's answer

3. **CROSS-TEXTUAL:** How might the author of “What a lifetime of playing football can do to the human brain” respond to paragraphs 32-34 in this article? Why do you think it is important to consider different perspectives on the same topic? Explain your answer.

My answer	My partner's answer

LESSON OVERVIEW: GRAMMAR AND USAGE ACTIVITIES

(This page does not appear on the student copy.)

How should I use these grammar and usage activities?

In *CommonLit 360*, grammar and usage activities can be used flexibly according to the needs of your classroom and students. They can be used as warm-up activities, homework, or short, whole-class practice. Students can work independently or in groups as needed. Reviewing the answers as a class will reinforce grammar and usage skills and ensure that students apply these skills to their writing.

Skill Focus

Students will review how to form and correctly punctuate compound, complex, and compound-complex sentences.
 [L.7.1.B, L.8.2]

Sentence variety at a glance

Being able to correctly create a variety of sentence types will enable students to express their ideas more precisely and fluently.

Examples of Sentence Types

- **Compound:** *I'm starving, so I'm going to eat this whole thing.*
- **Complex:** *Because I'm starving, I'm going to eat this whole thing.*
- **Compound-Complex:** *Although this sandwich is enormous, I'm going to eat the whole thing, for I'm starving.*

What activities are included?

Part	Lesson Activities	Time
Part 1	Analyzing Student Writing: This activity allows students to notice the ways in which compound, complex, and compound-complex sentences improve writing.	5 min
Part 2	Notes on Sentence Variety: Students review key points about how and why we combine simple sentences.	5 min
Part 3	Notes and Practice with Compound Sentences: In this activity, students will practice creating compound sentences correctly.	10 min
Part 4	Notes and Practice with Complex Sentences: In this activity, students will practice creating complex sentences correctly.	10 min
Part 5	Notes and Practice with Compound-Complex Sentences: Students will practice creating compound-complex sentences correctly.	10 min
Part 6	Revising a Paragraph: Students will practice creating a variety of sentences within the context of a complete paragraph.	10 min
~50 min total		

Name _____ Class _____

TEACHER COPY: SENTENCE VARIETY

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

PART 1: Analyzing Student Writing

Directions: Read the two paragraphs below. Then answer the reflection questions..



Paragraph A	Paragraph B
The crowd listened patiently to the cacophony of voices. It was General McDougal's voice they most wanted to hear. He had served multiple administrations over his 30-year career. He had never had much of a public persona. The public surely wanted his expertise now.	The crowd listened patiently to the cacophony of voices, but it was General McDougal's voice they most wanted to hear. Though he had served multiple administrations over his 30-year career, he had never had much of a public persona, but they surely wanted his expertise now.

REFLECTION:

- Which paragraph reads more smoothly? Circle or highlight your answer.

Paragraph A

Paragraph B

- What about the sentences makes that paragraph read more smoothly?

Answers will vary, but may include:

- The sentences flow better because they are longer without being too long.*
- The sentences aren't so short that they sound choppy when you read them.*
- The sentences use connecting words like "but" or "and" to link related ideas.*

PART 2: Notes on Sentence Variety

Directions: Review the key points about sentence variety below. Then complete the practice exercises on the following pages.



SENTENCE VARIETY

- Simple sentences contain just one independent clause. An **independent clause** is part of a sentence that can stand alone. It has a subject and a verb, and it expresses a complete thought.
- Simple sentences serve a purpose. They state their meaning clearly, and using a series of them can build tension or emphasize an important point.
 - EXAMPLE: *The intruder came in the door. He peered around the corner. The family was watching television. He stepped quietly into the room.*
- However, too many simple sentences can make your writing choppy and uninteresting to read.
- Using a variety of sentence types makes your writing more interesting and helps create better “flow.”
- If your sentences are all short, your writing will be boring. If they are all long, it will be difficult to follow. Good writers use a mixture of simple, compound, complex and compound-complex sentences in their writing.

PART 3: Notes and Practice with Compound Sentences

Directions: Review the key points below. Then complete the practice exercises.



COMPOUND SENTENCES
<ul style="list-style-type: none"> ➤ A compound sentence combines two independent clauses with a coordinating conjunction (see table). ➤ When using a coordinating conjunction to connect two independent clauses, always place a comma before the conjunction.

Coordinating Conjunctions Used to connect two independent clauses	
And	Nor
But	Or
Yet	So

PRACTICE

DIRECTIONS: For each practice exercise below, create a compound sentence by connecting the two independent clauses with a coordinating conjunction.

EXAMPLE	
Independent Clause A	Independent Clause B
Mr. Henricks reminded us to study hard for the final.	Jill and I met at the diner to quiz each other.
<i>Mr. Henricks reminded us to study hard for the final, so Jill and I met at the diner to quiz each other.</i>	

	Independent Clause A	Independent Clause B
1	The meteorologists predicted a dangerous blizzard.	The superintendent refused to cancel school.
	<i>The meteorologists predicted a dangerous blizzard, but the superintendent refused to cancel school.</i>	

2	Independent Clause A	Independent Clause B
	There are many types of deserts.	Some deserts are cold.
	<i>There are many types of deserts, and some deserts are cold.</i>	

3	Independent Clause A	Independent Clause B
	We have family dinner every Sunday night.	I had to leave my friend's house.
	<i>We have family dinner every Sunday night, so I had to leave my friend's house.</i>	

4	Independent Clause A	Independent Clause B
	Sea turtles can survive in cold water.	They prefer warm water.
	<i>Sea turtles can survive in cold water, but they prefer warm water.</i>	

5	Independent Clause A	Independent Clause B
	Professional athletes have to practice.	They won't be ready to compete.
	<i>Professional athletes have to practice, or they won't be ready to compete.</i>	

PART 4: Notes and Practice with Complex Sentences

Directions: Review the key points below. Then complete the practice exercises.



COMPLEX SENTENCES

- A complex sentence combines an independent clause with one or more dependent clauses.
 - Remember, a **dependent clause** has a subject and a verb, but does not express a complete thought. It cannot stand alone as a sentence.
 - Dependent clauses begin with a subordinating conjunction (see table).
- When a subordinating conjunction is used at the **beginning** of a sentence, use a comma to separate the two clauses.
 - **Example:** After I do my homework, I play video games.
- When a subordinating conjunction is used in the **middle** of a sentence, do not use a comma.
 - **Example:** I play video games after I do my homework.

Subordinating Conjunctions

Used to connect a dependent clause with an independent clause

After	Although
As	When
While	Until
Before	Because
If	Since

PRACTICE

DIRECTIONS: For each practice exercise below, write a complex sentence using the given independent clause, your own dependent clause, and a subordinating conjunction.

- Remember to follow correct rules for using commas in a complex sentence.

Note to Teachers: Sample answers are included, but student answers will vary.

EXAMPLE

Independent Clause: Maverick decided to go to the party.

*Maverick decided to go to the party **though** he promised his parents he'd be home by midnight.*

1

Independent Clause: The snow began to fall faster and faster.

While we watched out the window, the snow began to fall faster and faster.

2

Independent Clause: I wanted to study marine biology in college.

I wanted to study marine biology in college *because I was very interested in turtles.*

3

Independent Clause: Laurel and Sarah both loved soccer practice.

Although they were just learning how to play, Laurel and Sarah both loved soccer practice.

4

Independent Clause: I used a dictionary to look up the definitions.

I used a dictionary to look up the definitions *after I failed the vocabulary test.*

5

Independent Clause: The ski resort was practically empty.

Since it hadn't snowed in a month, the ski resort was practically empty.

PART 5: Notes and Practice with Compound-Complex Sentences

Directions: Review the key points below. Then complete the practice exercises.



COMPOUND-COMPLEX SENTENCES

- A compound-complex sentence combines at least two independent clauses with at least one dependent clause.
 - Example: *While we went to track practice, Jacki's mom made us dinner, and her dad set up the movie projector.*
 - *Dependent clause:* While we went to track practice
 - *Independent clause #1:* Jacki's mom made us dinner
 - *Independent clause #2:* Her dad set up the movie projector
 - *Conjunctions:* while, and
- The same comma rules apply as with compound and complex sentences.

PRACTICE

DIRECTIONS: For each practice exercise below, write a compound-complex sentence using the given two conjunctions.

- Remember to follow correct rules for using commas in a compound-complex sentence.

Note to Teachers: Sample answers are included, but student answers will vary.

EXAMPLE

Conjunctions: because, but

*I will go to soccer practice, **but** I need to wash my practice jersey **because** it is dirty.*

1

Conjunctions: so, although

Example answer: **Although** he was hungry, Henry was late for school, **so** he skipped breakfast.

2	Conjunctions: as, but
	<i>Example answer: As we waited for the school bus, the truck sped around the corner, but the police were not far behind.</i>
3	Conjunctions: when, and
	<i>Example answer: Margaret got angry when I yelled at her, and I apologized later.</i>
4	Conjunctions: or, since
	<i>Example answer: Since it was so hot outside, we were going swimming or we were going to get ice cream.</i>
5	Conjunctions: until, so
	<i>Example answer: We couldn't go outside until the storm was over, so we played chess by the fire instead.</i>

PART 6: Revising a Paragraph

Directions: Read the paragraph below. Revise the paragraph to contain at least 1 compound, 1 complex, and 1 compound-complex sentence.



PARAGRAPH

Original Paragraph: Jon had always wanted to be a climber. Reading wasn't easy for him. The letters always seemed to swim on the page. Math never really clicked for him either. School was hard. He excelled at climbing. Jon felt at home on the side of a steep cliff. He liked the way his body felt. He liked the way it was always challenging. His parents weren't fond of his rather dangerous hobby. They couldn't keep him away from the mountains. Eventually, they gave up trying.

Your Revised Paragraph: *Jon had always wanted to be a climber. Reading wasn't easy for him because the letters always seemed to swim on the page. Math never really clicked for him. School was hard, but he excelled at climbing. Jon felt at home on the side of a steep cliff. He liked the way his body felt and the way it was always challenging. While his parents weren't fond of his dangerous hobby, they couldn't keep him away from the mountains, and eventually they gave up trying.*

This passage/text, “[The American Academy of Pediatrics on Tackling in Youth Football](#)” by The American Academy of Pediatrics, may not be printed due to copyright restrictions. Please consider assigning the digital version of this reading lesson.

This passage/text, "[Heads Up Football Program Flourishing](#)" by Associate Press, may not be printed due to copyright restrictions. Please consider assigning the digital version of this reading lesson.

LESSON OVERVIEW: “THE SOCIAL AND ACADEMIC BENEFITS OF TEAM SPORTS”

(This page does not appear on the student copy.)

How does this lesson fit into the unit?

Reading Lesson 1	Reading Lesson 2	Reading Lesson 3	Reading Lesson 4	Reading Lesson 5	Unit Test
“What a Lifetime of Playing Football can do to the Human Brain” by Brian Resnick (Informational Text)	“The Concussion Gap: Head Injuries in Girls Soccer are an ‘Unpublicized Epidemic’” by Lee van der Voo (Informational Text)	“The American Academy of Pediatrics on Tackling in Youth Football” by the American Academy of Pediatrics (Press Release)	“Heads Up Football Program Flourishing” by Associated Press (News Article)	“The Social and Academic Benefits of Team Sports” by Paige Maslen (Informational Text)	“Dark Matter Search Turns Up Empty” by Stephen Ornes (Informational Text)
				↑ You are here! ↑	




This lesson’s skill focus

In this lesson, students will analyze how **particular details contribute** to the text’s **central idea**. [RI.2]

About this Informational Text

In this informational, text students will explore the reasons why some might argue contact sports are worth the risk of injury.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 <p>Teacher-led, scaffolded and supportive</p>	 <p>Greater student independence</p>	 <p>Student-led, small groups</p>
<ul style="list-style-type: none"> Facilitate a guided reading of this text Model how to annotate the text: As you read, take notes on the benefits of playing youth team sports. 	<ul style="list-style-type: none"> Instruct students to take notes independently: As you read, take notes on the benefits of playing youth team sports. 	<ul style="list-style-type: none"> Put students into groups of 3-5 Students read and annotate together Circulate to check for understanding
	↑ Recommended! ↑	

Name _____ Class _____

TEACHER COPY: The Social and Academic Benefits of Team Sports

Paige Maslen

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

About this text	
Physical health benefits are just one reason many people value team sports. In this article, the author outlines many ways that participating in team sports can support healthy social, emotional, and academic development. As you read, take notes on the benefits of playing youth team sports.	
Purpose for reading	Vocabulary
To learn some of the ways in which young people benefit from playing team sports.	<p>Let's pronounce these words together as a class:</p> <p>Adaptable [uh-dap-tuh-buhl] Cognitive [kog-ni-tiv] Competent [kom-pi-tuhnt] Enhance [en-hans] Incorporate [in-kawr-puh-reyt] Persist [per-sist]</p>

INDEPENDENT READING

NOTES

[1] Team sports are about so much more than their physical benefits. This is especially so when group sports activities are **incorporated** into a young person's life. Studies have shown a direct correlation¹ between physical activity and academic performance. A University of Kansas study looking at the performance of students in grades 9 to 12 showed that more than 97% of student athletes graduated high school, 10% higher than those students who had never participated in sports. Athletes were also shown to have better G.P.A. outcomes than non-athletes.

[2] This might have to do with the increased **cognitive** ability that comes from playing sports. Physical activity naturally increases blood flow to the brain and activates endorphins, chemicals that are released when you exercise. Endorphins can impact your mood and work performance, meaning athletes may be more willing and capable of tackling that next big problem.

[3] Team sports can also help with emotional development. Research published by the Canadian Fitness and Lifestyle Research Institute states that exercise can lead to a unique state of short-term relaxation. That relaxation can promote increased concentration, better memory, **enhanced** creativity, more effective problem solving, and an improved mood — all benefits that will extend into the classroom.

[4] Team athletes are constantly working with a slate² of other people, many of whom can become positive role models along the way. Team sports foster³

NOTE TO TEACHER:

You may consider modeling how to annotate the text with paragraphs 1-4.

Paragraphs 1-4

Write: Take notes on the benefits of playing youth team sports.

Sample Annotations:

People who play youth team sports tend to have higher high school graduation rates and better grades.

Athletes are more positive and productive.

Playing youth team sports can help people learn from and seek out positive role models.

¹ a connection between two or more things or ideas

² a large or diverse group

³ **Foster** (verb): to encourage or support the development of something

mentorship⁴ between older players and younger players, coaches and athletes, and more. Coaches in particular can play an important role in a young athlete's life. Players who have positive sports mentors when they're young are also more likely to seek effective role models throughout their life.

[5] Soft skills are personal attributes⁵ that allow people to build positive social relationships. Team sports are an excellent source of soft skills development, as they allow athletes to grow within a supportive environment. Here are just a few of the soft skills fostered through team sports:

Communication Skills

[6] While it might not be as obvious as sitting down and discussing a group project, team sports take a lot of communication — both spoken and unspoken. Communication skills are key in maintaining a functioning sports team, whether it's listening to a locker room pep talk, picking up on nonverbal cues⁶ given by other players, or expressing a thought during a post-game debrief.⁷

[7] As Jill Prudden said in her book *Coaching Girls' Basketball Successfully*, players are expected to express their concerns, hopes, and disappointments to their coaches and their teammates. She also encourages her players to seek feedback from coaches as well as their classroom teachers, as a result fostering communications skills that will help them succeed in their academic endeavors.

Decisive Action

[8] Sports plays happen fast, and athletes develop the skills needed to make effective snap decisions. Whether it's a basketball player deciding to shoot or a soccer player realizing his best move is to pass to a teammate for the assist, athletes learn critical decision-making skills that will benefit them both during and after game time.

[9] Any athlete who has played in a championship game knows the meaning of pressure. Sports create an environment where athletes learn to conquer their natural "fight or flight" instinct to make consistent and difficult decisions under high pressure situations. This ability to function under pressure translates to a person who is better at making deadlines and working in stressful situations in the future.

Teamwork

[10] This is an obvious one. Teamwork is all about collaborating⁸ with others to reach a common goal. The diverse pairing of personalities and scenarios will help your athlete become **adaptable**, **persistent**, and patient. Team sports also teach a sense of group and individual responsibility.

[11] Being on a team with a dozen or more of your peers is an excellent way to recognize the individual talents each person brings to the table. As the Janssen Sports Leadership Center says, working with teammates teaches athletes important life skills such as to respect one another, act in unselfish ways, make good decisions on behalf of the team, and not cut corners.

Time Management

[12] The time commitment required by athletes can be comparable to that of a full-time job. Think of all the different commitments an athlete needs to juggle:

Paragraphs 6-7

Write: Take notes on the benefits of playing youth team sports.

Sample Annotation:

Young people who play team sports learn how to communicate effectively, which also helps them in school.

Paragraphs 8-9

Write: Take notes on the benefits of playing youth team sports.

Sample Annotation:

Young people who play team sports learn how to make difficult decisions under pressure. This could help them when working toward a deadline at school or in a future job.

Paragraphs 10-11

Write: Take notes on the benefits of playing youth team sports.

Sample Annotation:

Athletes on teams learn to respect and support others and act in ways that will benefit others, not just themselves.

Paragraphs 12-14

⁴ **Mentor** (noun): an older or experienced person who supports and guides a younger or less experienced person

⁵ **Attribute** (noun): a positive or useful quality, feature, or characteristic

⁶ communication that does involve spoken language

⁷ **Debrief** (noun): questions and discussion focused on summarizing and reflecting on the effectiveness of a specific task

⁸ **Collaborate** (verb): to work with others to achieve something

competitions, strength and conditioning, team meetings, sports physiotherapy⁹ — and these are just the sports-related obligations!

[13] Necessity demands that athletes learn valuable time management skills, otherwise they would never be able to keep up with academics and sport. Effective time management planning is part of why a recent article published by *Fast Company* argues employers should consider hiring a former student athlete.

[14] Team athletes know that every second counts, and this value of time will translate to their everyday life. As Shannon Miller, a member of the 1992 and 1996 United States Olympic women's gymnastics team told *Forbes*, she kept a schedule that was almost minute by minute when she was an athlete. This careful planning and precision¹⁰ helps athletes focus on reaching their goals sooner than non-athletes.

Build Self-Esteem and a Sense of Community

[15] Team sports are said to bolster the five C's: **competence**, confidence, connections, character, and caring. At the heart of this is self-esteem — an increased sense of self as a result of better social interactions, stronger relationships, and higher academic performance.

[16] Team sports provide athletes with a natural community. A report from *True Sport* says that youth who play sports have higher levels of social support, and that the sense of community created with teammates, coaches, and family members incubates the perfect setting for critical self-esteem development.

[17] In the end, the opportunity to participate in team sports provides athletes with valuable skills that will take them beyond the field, pitch, and court.

Write: Take notes on the benefits of playing youth team sports.

Sample Annotation(s):

Playing sports helps young people learn to organize and manage their time so they can reach their goals.

Paragraphs 15-17

Write: Take notes on the benefits of playing youth team sports.

Sample Annotation(s):

Young people who play team sports gain a support system. This can help with self-esteem development that will be important beyond sports or school.

Written by Paige Maslen. Originally published December 29, 2015 on Edutopia.org

⁹ "Sports physiotherapy" is another name for "physical therapy," or the treatment of injuries through exercise, stretching, etc., instead of medication or surgery.

¹⁰ **Precision** (*noun*): the quality of being exact or correct

Taking Notes for your Research Paper

Directions: Think about how this text answers our research question. Then add notes to your graphic organizer in the row for this text. *10 minutes*



RESEARCH QUESTION: Is playing contact sports worth the risk?		
Text Title	Yes, playing contact sports is worth the risks. Examples and evidence (paragraph #)	No, playing contact sports isn't worth the risks. Examples and evidence (paragraph #)
The Social and Academic Benefits of Team Sports		
Supplemental or additional text:		

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for “The Social and Academic Benefits of Team Sports.”

5 minutes



To ensure test security, answers to the following assessment items are viewable only on [commonlit.org](https://www.commonlit.org) for verified teacher accounts. Navigate to the Answer Key tab on the text page to gain access.

1. What is the *best* meaning of “bolster” as it is used in paragraph 15? **[RI.4]**
 - A. to define
 - B. to introduce
 - C. to overcome
 - D. to strengthen
2. Why does the author include the example of Shannon Miller in paragraph 14? **[RI.2]**
 - A. to demonstrate how the skills developed through sports help people achieve their goals
 - B. to support the idea that sports participation requires sacrifice and time commitment
 - C. to reveal how playing sports can help students overcome their academic struggles
 - D. to reveal that the author’s claim is supported by a famous Olympic athlete
3. Which statement *best* describes the relationship between sports participation and cognitive development? **[RI.3]**
 - A. Sports participation helps people think through challenges with a clearer and more positive mindset.
 - B. People who enjoy the pressures and challenges of academics are more likely to participate in sports.
 - C. People with high levels of academic achievement will exhibit higher levels of athletic talent.
 - D. Sports participation distracts students from being able to pursue their academic goals.
4. Which statement *best* expresses the central idea of this article? **[RI.2]**
 - A. Team sports support people in standing out and becoming competitive for careers after college.
 - B. People who participate in team sports are more academically successful than those who do not.
 - C. Team sports help people develop emotional and academic skills that will benefit them beyond athletics.
 - D. People who participate in team sports benefit because they develop relationships that help them become professional athletes.



Independent Practice

Directions: Answer the short response prompt for “The Social and Academic Benefits of Team Sports.”

15 minutes

To ensure test security, a sample answer to the following short response item is viewable only on commonlit.org for verified teacher accounts. Navigate to the Answer Key tab on the text page to access it.

PROMPT: You have just read “The Social and Academic Benefits of Team Sports” by Paige Maslen. Which two pieces of evidence are most effective in supporting the author’s claim? Explain why. **[RI.2]**

In your response, make sure to include:

- a thesis that responds to all parts of the prompt
- evidence to support your ideas
- sentences that explain how your evidence supports your thesis

CHECKLIST FOR EVIDENCE-BASED RESPONSES:

- ☐ **Bold** your thesis statement.
Does your thesis respond to all parts of the prompt?
 - A. Yes
 - B. No; I will go back and revise my thesis.
- ☐ Underline each piece of evidence you included. Are all of the ideas in your thesis supported by evidence?
 - A. Yes
 - B. No; I will make sure all of the ideas in my thesis are supported by evidence.
- ☐ *Italicize* the sentences that explain what your evidence shows and how it supports your thesis.



Quick Partner Discussion

Directions: Discuss the questions with a partner. Record both of your answers to the questions. Practice speaking with academic language by using the discussion sentence starters. *5 minutes*

DISCUSSION SENTENCE STARTERS

- *In the text it said that...*
- *One moment that illustrates this is...*
- *The connection I see between ___ and ___ is...*
- *What you said about ___ connects to ___ because...*

1. Give an example of a time when you had to **adapt** in order to balance schoolwork and an activity outside of school (sports, theater, music, art, dance, clubs, etc.). Do you think this helped or hurt your grades? Explain.

My answer	My partner's answer

2. Paragraph 10 points out that learning to work as a team makes people “**adaptable, persistent, and patient.**” Which of these traits is most important for achieving success? Explain your answer.

My answer	My partner's answer

3. Do you think it is possible to change team contact sports so that people receive the benefits while **evading** the injury risk? Explain your answer.

My answer	My partner's answer

LESSON OVERVIEW: Discussion Skill Lesson

(This page does not appear on the student copy.)

How should I use this discussion skill lesson?

Research shows that students in language-rich environments retain more content knowledge and are more engaged in their learning. We also believe discussion is important because it allows students to develop their ideas in conversation with others. That's why every *CommonLit 360* unit includes explicit instruction on essential speaking and listening skills for academic discussions. This lesson gives students a chance to analyze a sample discussion between students and learn powerful discussion moves that they can apply across content areas. Note that this lesson focuses on SL.1.C at the ninth grade level.

This lesson's skill focus

Students will learn how to actively incorporate others into the discussion.



[SL.1.C]

Discussion skill at a glance

Statements that bring others into the discussion:

- The connection I see between ____ and ____ is...
- What you said about ____ connects to ____ because...

What activities are included in this packet?

Part	Lesson Activities	Time
Part 1	 Sample Discussion: Students analyze the transcript of a sample student discussion to notice strong discussion moves.	7 min
Part 2	 Statements that Bring Others into the Discussion: Students learn prompts they can use to include their classmates in a discussion.	3 min
~10 min total		

Looking ahead in the unit: upcoming class discussion

In the following lesson, students will participate in a discussion, applying the skills they learned in this skill lesson.

DISCUSSION PROMPT:

Is playing contact sports worth the risk?

Name _____ Class _____

TEACHER COPY: Bringing Others into the Discussion

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

PART 1: Sample Discussion

Directions: Read the excerpt from a student discussion about injury risks in sports. As you read, pause to answer the questions beside the text.



Note to Teachers: Consider having four students perform the “Sample Discussion Dialogue” while their classmates listen and answer the questions.

SAMPLE DISCUSSION PROMPT

Is any sport safe to play?

SAMPLE DISCUSSION DIALOGUE

[1] **Prisha:** In my opinion, most sports are safe if you use the proper equipment and are trained the right way. I mean, think about swimming: if you know how to do it properly, the risk of injury is low. But someone who doesn’t know how to swim well is at risk of drowning.

[2] **Bashiir:** Yeah, I agree that swimming is low risk when people are properly trained *and* watched over by a lifeguard. Tennis is another example of a pretty low-risk sport, although I suppose someone could take a ball to the head. Does that make tennis “risky”?

[3] **Prisha:** I don’t know. What do you think, Angela?

[4] **Angela:** Well, I noticed that you both named sports where no one is *supposed* to collide with anyone or anything. I mean, if everything goes right at a swim meet or tennis match, there are no collisions. Soccer and football, on the other hand, are *supposed* to have collisions in them.

[5] **Bashiir:** So you’re saying that some sports are safer by design. Nathan, you’re a figure skater, aren’t you? What’s your opinion on this?

[6] **Nathan:** Well, figure skating is definitely one of those sports where there aren’t *supposed* to be any collisions. But we fall down a lot when we’re learning new moves — especially jumps! I’ve cracked my head on the ice more than once. Even the best skaters in the world fall, even at the Olympics! So I think I’d say there’s no sport where an athlete is completely safe from the risk of concussion.

QUESTIONS

Paragraphs 1-6

A. Find Evidence: Underline two examples of students bringing their classmates into the discussion.

- *What do you think, Angela? (3)*
- *What’s your opinion on this? (5)*

B. Discuss: How do you think the sentences you underlined improve the conversation?

- *They encourage more people to participate.*
- *They bring in new ideas that Prisha and Bashiir might not have thought of on their own.*

PART 2: Bringing Others into the Discussion

Directions: In our discussion, we are going to practice an important discussion strategy: how to invite others to join the conversation. With a partner or independently, read the examples and summarize two key points to remember about this skill.



Examples of how you can **invite others to join the discussion**:

- *What do you think, [Name]?*
- *What's your opinion on this?*
- *[Name], would you agree?*
- *I'd like to hear what [Name] thinks.*
- *[Name] has personal experience I think is relevant. Would you be willing to share?*

Key Points

During a class discussion, remember to...

1. *Bring classmates who haven't spoken recently into the discussion.*
2. *Use classmates' names when you refer to them.*

LESSON OVERVIEW:

DISCUSSING AND OUTLINING YOUR RESEARCH PAPER

(This page does not appear on the student copy.)

How does this lesson fit into the arc of writing for the unit?

Writing Lesson 1	Writing Lesson 2	Writing Lesson 3	Writing Lesson 4	Final Unit Writing Prompt
Discussing and Outlining Your Research Paper	Writing About a Counterclaim	Works Cited Formatting	In-Text Citations	Is playing contact sports worth the risk? Use evidence from at least three of the texts you have read to support your thesis.
↑ You are here! ↑				




This lesson's skill focus

In this lesson, students will synthesize their thoughts through whole class discussion and outline their argumentative research papers. (W.8)

Materials needed

You will need	Your students will need
<ul style="list-style-type: none"> This lesson packet Student Voice Tracker 	<ul style="list-style-type: none"> "Discussing and Outlining Your Research Paper" (Student Copy) Completed Note Taking Graphic Organizers

How do I facilitate this lesson?

Part	Lesson Activities	Time
Part 1	 Preparing for Discussion This activity gives students time to think about what they will say during discussion before sharing out.	5 min
Part 2	 Discussing the Research Question: This is an opportunity for students to hear their classmates' ideas. Students should capture ideas worth "stealing" on their own handout.	15 min
Part 3	 Outlining your Argumentative Research Paper: Students will return to their Note Taking Graphic Organizers to select the most effective evidence and outline their argumentative research papers.	25 min
~40 min total		

Name _____ Class _____

TEACHER COPY: Discussing and Outlining your Research Paper

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

About this lesson

In this lesson, you will bring together your ideas about the research question and share with your classmates. Then you will outline your research paper by selecting and organizing evidence.

Skill Focus

In this lesson, you will synthesize your thoughts through whole class discussion and outline your argumentative research paper.
[W.8]

Materials Needed

Your completed Note Taking Graphic Organizer

PART 1: Preparing for Discussion

Directions: Read the discussion question and write your answer to it. Then write down as many reasons as you can think of for answering this way. You can use your completed **Note Taking Graphic Organizer** to help you think of reasons.



Discussion Question:

Is playing contact sports worth the risk?

My answer:

Yes, playing contact sports is worth the risk or No, playing contact sports is not worth the risk

Reasons why I say this:

Student answers will vary. All reasons should support the side the student chose above.



PART 2: Discussing the Research Question

Directions: Discuss your answers to the question as a class. During discussion, take notes on strong points your classmates make in support of your position.

Ideas from my Classmates



PART 3: Outlining your Argumentative Research Paper

Directions: Complete the following chart:

1. Write your thesis, which is your answer to the research question: "Is playing contact sports worth the risk?"
2. Add the two strongest reasons that support your thesis. Refer back to your discussion notes to select your reasons.
3. Use your **Note Taking Graphic Organizer** to add the strongest evidence that supports each reason.

NOTE TO TEACHERS: Sample answers are provided below for both possible positions. Student reasons and evidence will vary.

Thesis: <i>Playing contact sports is not worth the risk.</i>	
Reason 1: <i>It can lead to concussions and CTE.</i>	Reason 2: <i>Concussions and CTE can lead to a lifetime of negative effects.</i>
Evidence from my notes: <ul style="list-style-type: none"> • <i>CTE is "a degenerative brain condition believed to be caused by repeated hits to the head" (Resnick, 2)</i> • <i>"When a person hits their head hard, the brain can bounce around and twist in the skull. It's this rapid motion of the brain inside the skull that creates the traumatic brain injury known as a concussion" (Resnick, 4)</i> • <i>"heads and bodies get smashed and shuddered every week during the football season" (Resnick, 6)</i> • <i>"between 2015 and 2017... there were nearly twice as many reports of possible concussions for girls playing soccer than boys in the sport" (van der Voo, 4)</i> • <i>"knocks with other players on aerial play — including head-to-head contact and arms and elbows to the head — and contact with the ground" cause concussions (van der Voo, 24)</i> 	Evidence from my notes: <ul style="list-style-type: none"> • <i>Early symptoms: "headaches, short-term memory loss, and loss of attention" (Resnick, 15)</i> • <i>Later symptoms: "profound loss of attention and concentration, executive dysfunction, language difficulties, explosivity, aggressive tendencies, paranoia, depression, gait and visuospatial difficulties" (Resnick, 15)</i> • <i>"If subconcussive blows to the head result in negative long-term effects on health, then limiting impacts to the head should reduce the risk of these long-term health problems" (American Academy of Pediatrics, 4)</i> • <i>"Some days it's hard to wake up before noon. Sometimes I don't want to leave my bed at all. In high school, I had a 3.9 GPA. Now I have trouble focusing and performing well in my graduate-school classes" (Cochran, 24)</i>

My position: <i>Playing contact sports is worth the risk.</i>	
Reason 1: <i>Playing sports benefits an athlete in many ways.</i>	Reason 2: <i>Adults are trying to make contact sports safer for kids.</i>
Evidence from my notes: <ul style="list-style-type: none"> • <i>"more than 97% of student athletes graduated high school, 10% higher than those students who had never participated in sports" (Maslen, 1)</i> 	Evidence from my notes: <ul style="list-style-type: none"> • <i>Goal of Heads Up Football: "to educate everyone who needs to know more about the trauma in the sport, and [make sure] that when trauma happens,</i>

<ul style="list-style-type: none"> • <i>“promotes increased concentration, better memory, enhanced creativity, more effective problem solving, and an improved mood” (Maslen, 3)</i> • <i>“Just being physically active is good for kids, and sports like soccer help establish lifelong fitness habits” (van der Voo, 28)</i> • <i>“suggest that athletic girls become women who are better equipped than their non-athletic counterparts to handle criticism or stress” (Lindholm, 9)</i> 	<p><i>that the right action takes place” (Associated Press, 12)</i></p> <ul style="list-style-type: none"> • <i>Coach has been “searching for a teaching progression that made tackling safer” (Associated Press, 5)</i> • <i>Doctor advises that we “modify the amount of body contact that goes on in soccer to limit the dangerous aggressive behavior that is associated with concussion” (van der Voo, 31)</i>
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LESSON OVERVIEW: WRITING ABOUT A COUNTERCLAIM

(This page does not appear on the student copy.)

How does this lesson fit into the arc of writing for the unit?

Writing Lesson 1	Writing Lesson 2	Writing Lesson 3	Writing Lesson 4	Final Unit Writing Prompt
Discussing and Outlining Your Research Paper	Writing About a Counterclaim	Works Cited Formatting	In-Text Citations	Is playing contact sports worth the risk? Use evidence from at least three of the texts you have read to support your thesis.
	↑ You are here! ↑			




This lesson's skill focus

In this lesson, students will practice acknowledging and rebutting a counterclaim in their writing. [W.1.A]

Materials needed

You will need	Your students will need
<ul style="list-style-type: none"> This lesson packet 	<ul style="list-style-type: none"> "Writing About a Counterclaim" (Student Copy) Completed "Note Taking Graphic Organizer" (Student Copy)

How do I facilitate this lesson?

Part	Lesson Activities	Time
Part 1	 Writing about a Counterclaim: Quickly review this information with students to give them the vocabulary they need for the lesson.	5 min
Part 2	 Analyzing a Professional Model Paragraph: This is an opportunity for students to see how a professional writer handled a counterclaim in an authentic text. This model is taken from one of the supplementary texts in this unit.	10 min
Part 3	 Independent Practice: Students will apply what they've just learned by brainstorming the parts of a counterclaim paragraph for their individual papers.	10 min
~25 min total		

Name _____ Class _____

TEACHER COPY: WRITING ABOUT A COUNTERCLAIM

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

About this lesson	
You already know how to support your opinion in a body paragraph. In this lesson, you will learn how to make your argument stronger by writing about and responding to a counterclaim.	
Skill Focus	Materials Needed
In this lesson, you'll practice acknowledging and rebutting a counterclaim in your writing. [W.1.A]	<ul style="list-style-type: none"> • "Writing About a Counterclaim" (Student Copy) • Completed "Note Taking Graphic Organizer" (Student Copy)

PART 1: Writing about a Counterclaim

Directions: Follow along as your teacher reviews the notes below. Then answer the question.



Writing about a Counterclaim
<ul style="list-style-type: none"> • Your goal in writing an argumentative research paper is to persuade others to agree with your idea, or your claim. • To build a strong argument, a writer can acknowledge the counterclaim, which is the opposing opinion. • When you acknowledge the counterclaim, make sure to... <ul style="list-style-type: none"> ○ State the opposing viewpoint ○ State the reasons someone may support that viewpoint ○ State why you believe that viewpoint is incorrect or unconvincing

Why do you think acknowledging the counterclaim in your paper can make your argument stronger?

It lets you show how the opposing point of view is wrong.



PART 2: Analyzing a Professional Model Paragraph

Directions: This Professional Model Paragraph is taken from "Why the latest effort to make youth football safer could fail" by Ryan Swanson, as published in *The Washington Post*. As you read, pay special attention to the way Swanson explains both sides of the debate over football. Then answer the questions that follow.

PROFESSIONAL MODEL PARAGRAPH

The debate over football is a vexing one, because everyone basically agrees that the game is dangerous. But on the matters of how dangerous it is and whether the risks involved are worth it, there is wide disagreement. The California Youth Football Alliance, for instance, makes the case that football provides such great “intellectual, emotional, social, and physical development benefits” that the sport simply cannot be lost. This sense of football as essential to American character-building explains why this pushback-debate-tinkering cycle keeps repeating itself, even though football remains basically the same: a game built around violent collisions that pose inherent health risks.

QUESTIONS:

1. What is Swanson’s argument about football in this paragraph?

That it is a dangerous game.

2. Underline the counterclaim to the author’s argument.

- *“football provides such great ‘intellectual, emotional, social, and physical development benefits’ that the sport simply cannot be lost”*
- *“This sense of football as essential to American character-building”*

3. The last sentence in this paragraph is called a **rebuttal**, when an author states why the counterclaim is incorrect or unconvincing. Highlight or circle the key words the author uses in the last sentence to rebut the counterclaim.

- *“violent collisions”*
- *“inherent health risks”*

4. **TURN & TALK:** How can you structure an effective counterclaim paragraph? Be prepared to share your answer with the class. (1 minute)

- *Start by stating your argument / opinion.*
- *Clearly state and explain the counterclaim.*
- *Finish with a rebuttal.*



PART 3: Independent Practice

Directions: Write a counterclaim paragraph to include in your argumentative research paper. You can use your **Note Taking Graphic Organizer** as a resource. Make sure that you:

1. State one argument that people on the other side of this issue might make. (Some people might say that playing contact sports is / isn't worth the risks because...).
2. Explain why people support this counterclaim.
3. Give a rebuttal sentence explaining why this counterclaim is incorrect or unconvincing.

*Exemplar 1: **Playing contact sports is worth the risk.***

Many people believe that the risk of serious injury in sports like football and soccer is too high. It's true that contact sports do have higher rates of concussions and other injuries than non-contact sports, and that those injuries can have lifelong consequences. However, the way that these sports increase people's physical, emotional, and academic development is widely acknowledged. Lee van der Voo pointed out that even "local experts concerned about concussion risks note that sports, including girls soccer, have plenty of benefits" (28). While there are serious physical risks to playing contact sports, not playing these sports poses an even greater risk to today's youth.

*Exemplar 2: **Playing contact sports is not worth the risk.***

Some people might argue that the benefits of playing contact sports outweigh the risks. For example, kids who play sports do better in school. Sports also help kids develop soft skills, which can help them have good friendships and help them at school and work. One example of a soft skill that kids learn from playing sports is how to do well under pressure. These are all great benefits from playing sports. However, a person does not have to play a contact sport to get these benefits. Young athletes in other sports like swimming and tennis can get all of these benefits without the risks of contact sports.

Name _____ Class _____

TEACHER COPY: Unit 4 Research Paper

PART 1: Essay Prompt

Directions: Read the essay prompt about the risks of playing contact sports.

To help us ensure assessment security, please do not post or circulate these answers online.



ESSAY PROMPT

PROMPT: Is playing contact sports worth the risk? Write an essay in which you use evidence from at least three texts to support your opinion on this question. **[W.1, W.7, W.8]**

PART 2: Drafting Your Essay

Directions: Draft your essay in the space provided. If you created an outline for this essay in a previous lesson, use it to help you draft. As you draft your essay, be sure to apply the skills you've practiced in writing lessons throughout this unit.



NOTE TO TEACHERS: Exemplar essays for both sides of this argument can be found below.

Playing contact sports is worth the risk.

*Nearly every sport has risks for injury. Athletes of any sport can twist their ankles, pull muscles, or break bones. Some sports, especially contact sports such as football and soccer, have more risks because of player-to-player collisions that can cause dangerous head injuries. However, playing contact sports can help kids develop academic and emotional skills that benefit them throughout their lives. This is why coaches and sports organizations are making changes that will make these sports safer to play. **Playing contact sports is worth the risk.***

Many people believe that the risk of serious injury in sports like football and soccer is too high. It's true that contact sports do have higher rates of concussions and other injuries than non-contact sports, and that those injuries can have lifelong consequences. However, the way that these sports increase people's physical, emotional, and academic development is widely acknowledged. Lee van der Voo pointed out that even "local experts concerned about concussion risks note that sports, including girls soccer, have plenty of benefits." While there are serious physical risks to playing contact sports, not playing these sports poses an even greater risk to today's youth.

Playing sports benefits an athlete in many ways. People who play sports develop healthy routines and habits that remain part of their lives as they grow older. "Just being physically active is good for kids, and sports like soccer help establish lifelong fitness habits" (van der Voo). Along with physical benefits, playing sports also positively affects a person's emotional development. Taking part in sports "promotes increased concentration, better memory, enhanced creativity, more effective problem solving, and an improved mood" (Maslen). These skills not only help young people perform better on the athletic field, but also support their

development outside of sports. Research studies “suggest that athletic girls become women who are better equipped than their non-athletic counterparts to handle criticism or stress” (Lindholm). Playing sports also brings academic benefits. One study from the University of Kansas looked at 9th through 12th graders and found that “more than 97% of student athletes graduated high school, 10% higher than those students who had never participated in sports” (Maslen). When students play sports, they have to organize their time and learn to balance both academic and athletic responsibilities. Sometimes kids have trouble focusing or lack self-discipline with their academics, but by playing a sport they enjoy, they can build that skill and apply it to other areas. Playing contact sports can help young people achieve their goals later in life.

To make sure that kids can participate in sports and get these benefits, adults are trying to make contact sports safer. For example, USA Football is working to make the sport safer through the Heads Up Football program. One coach says the goal of this program is “to educate everyone who needs to know more about the trauma in the sport, and [make sure] that when trauma happens, that the right action takes place” (Associated Press). Coaches recognize and acknowledge the risk of playing contact sports so they are trying to make the sport safer. Gabe Infante is one coach who has been working to lessen the risk by “searching for a teaching progression that made tackling safer” (Associated Press). Eventually, USA Football wants this safer method of training to be used throughout the country. A similar program could make girls soccer safer by reducing concussions. Jim Chesnutt, a doctor in sports medicine at Oregon Health & Science University, suggests that leagues can “modify the amount of body contact that goes on in soccer to limit the dangerous aggressive behavior that is associated with concussion” (van der Voo). If all youth leagues do what USA Football is doing, contact sports could be made less risky for all kids. By making youth sports safer, adults make it possible for young people to get the benefits of contact sports while reducing the risks to their health.

Contact sports bring many benefits to young athletes. Playing a team sport like football or soccer helps a student physically, academically, and emotionally. There are real risks involved in these sports, and those risks should be taken seriously. However, through programs that train athletes and coaches to play in different ways, adults can ensure that the benefits of playing youth contact sports are well worth the risk.

Playing contact sports is not worth the risk.

Americans love football. Every Sunday during football season, millions of Americans sit in front of their televisions with wings and nachos to cheer for their favorite teams. But lately the game has been harder to enjoy, as Americans learned the truth about football, concussions, and player health. More scientific information has come out showing that football is not the only risky sport because any contact sport can cause long term damage to a player’s brain. **Playing contact sports is not worth the risk.**

Some people might argue that the benefits of playing contact sports outweigh the risks. For example, kids who play sports do better in school. Sports also help kids develop soft skills, which can help them have good friendships and help them at school and work. One example of a soft skill that kids learn from playing sports is how to do well under pressure. These are all great benefits from playing sports. However, a person does not have to play a contact sport to get these benefits. Young athletes in other sports like swimming and tennis can get all of these benefits without the risks of contact sports.

The biggest risk of contact sports comes from concussions and CTE. Doctors now believe that all contact sports carry the risk of CTE. CTE stands for chronic traumatic encephalopathy, “a degenerative brain condition believed to be caused by repeated hits to the head” (Resnick). These are the kinds of hits that happen in sports, either when a player falls and hits their head on the ground or when they bang into

another player. “When a person hits their head hard, the brain can bounce around and twist in the skull. It’s this rapid motion of the brain inside the skull that creates the traumatic brain injury known as a concussion” (Resnick). Doctors believe that, when a person gets many concussions over time, the damage to their brain builds up and leads to CTE. This can happen in many sports, especially football and girls soccer. For example, “heads and bodies get smashed and shuddered every week during the football season” (Resnick). This can lead to many concussions. What people might be surprised to learn is that girls soccer has the second-highest rate of concussions in youth sports. Researchers say that “knocks with other players on aerial play — including head-to-head contact and arms and elbows to the head — and contact with the ground” cause these concussions (van der Voo). Research shows that contact sports lead to concussions and possibly CTE for both boys and girls.

This is a problem because CTE hurts a person’s ability to think and live a happy life. When a person first starts to experience CTE, they might have “headaches, short-term memory loss, and loss of attention” (Resnick). But as time goes on, their symptoms will get worse. After ten years, they may show “profound loss of attention and concentration, executive dysfunction, language difficulties, explosivity, aggressive tendencies, paranoia, depression, gait and visuospatial difficulties” (Resnick). This causes suffering for the person who has CTE and also for their family and friends. For example, Casey Cochran was a star college football player, but he quit the game after his thirteenth concussion. He described the long-term symptoms he suffers from: “Some days it’s hard to wake up before noon. Sometimes I don’t want to leave my bed at all. In high school, I had a 3.9 GPA. Now I have trouble focusing and performing well in my graduate-school classes.” It is logical to think that Cochran’s symptoms would have gotten even worse if he had continued playing. As the American Academy of Pediatrics (AAP) says, “If subconcussive blows to the head result in negative long-term effects on health, then limiting impacts to the head should reduce the risk of these long-term health problems.” The AAP suggests sports leagues can reduce the risk by changing the way sports are played, but an even better way to reduce the risk is not to play contact sports at all.

Now that doctors have discovered a link between concussions and CTE, people should stop playing contact sports. Contact sports carry a high risk of concussions which lead to CTE. CTE makes a person’s life much worse, giving them thinking, memory, and emotional problems. Even though there are many benefits to playing sports, a kid should choose a sport less likely to cause concussions and leave contact sports alone. The fun of playing soccer or football is not worth a lifetime of suffering.

<< create a page break here - the Works Cited list should begin on a new page >>

Works Cited

Maslen, Paige. “The Social and Academic Benefits of Team Sports.” *Edutopia*, 2015. *CommonLit*, www.commonlit.org/en/texts/fyc-the-social-and-academic-benefits-of-team-sports.

Accessed 21 Jan. 2021.

van der Voo, Lee. “The Concussion Gap: Head Injuries in Girls Soccer are an ‘Unpublicized Epidemic’.”

InvestigateWest, 2018. *CommonLit*, www.commonlit.org/en/texts/fyc-the-concussion-gap. Accessed 21 Jan. 2021.

LESSON OVERVIEW: 5 MINUTE WRITING REVIEW

WORKS CITED FORMATTING

(This page does not appear on the student copy.)

How does this lesson fit into the arc of writing for the unit?

Writing Lesson 1	Writing Lesson 2	Writing Lesson 3	Writing Lesson 4	Final Unit Writing Prompt
Discussing and Outlining your Research Paper	Writing About a Counterclaim	Works Cited Formatting	In-Text Citations	Is playing contact sports worth the risk? Use evidence from at least three of the texts you have read to support your thesis.
		↑ You are here! ↑		



This lesson's skill focus

In this lesson, students will learn how to format works cited entries for their argumentative research papers.
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Materials needed

You will need	Your students will need
<ul style="list-style-type: none"> This lesson packet 	<ul style="list-style-type: none"> "5 Minute Writing Review: Works Cited Formatting" (Student Copy) Printed or online versions of the texts in this unit The current draft of their paper

How do I facilitate this lesson?

Part	Lesson Activities	Time
Part 1	 Formatting a Works Cited Entry: Guide students through this overview of MLA works cited formatting.	5 min
Part 2	 Independent Practice: This is a good time to circulate and spot check your students' work.	10 min
~15 min total		

Name _____ Class _____

TEACHER COPY: 5 Minute Writing Review

Works Cited Formatting

Answers in blue

About this lesson	
You already know how to create in-text citations when you're only quoting from one source. Today you will learn how to create a list of the sources you cite so that your readers can follow up that information on their own if they wish.	
Skill Focus	Materials Needed
In this lesson, you'll learn how to format works cited entries for your research sources. [W.7]	<ul style="list-style-type: none"> The printed or online versions of the texts you're citing in your paper Your current draft

PART 1: Formatting a Works Cited Entry

Directions: Review the information about and examples of how to format each entry on your Works Cited page. Review any questions you have with your teacher. *5 minutes*



Works Cited Formatting
When citing an article on CommonLit, you will need the following information. If any of this information is not provided (such as the original publication), simply leave it out.
Basic Format: Author. "Article Title." <i>Title of the Original Publication</i> , date published. <i>CommonLit</i> , URL (without the https://). Date Accessed.

Examples:

van der Voo, Lee. "The Concussion Gap: Head Injuries In Girls Soccer Are An 'Unpublicized Epidemic.'" *InvestigateWest*, 2018. *CommonLit*, www.commonlit.org/en/texts/fyc-the-concussion-gap. Accessed 14 Jan 2021.

Change this to the date on which you took notes from this text.

Maslen, Paige. "The Social and Academic Benefits of Team Sports." *Edutopia*, 2015. www.commonlit.org/en/texts/fyc-the-social-and-academic-benefits-of-team-sports. Accessed 14 Jan 2021.



PART 2: Independent Practice

Directions: Create a Works Cited entry for each text you are using in your paper. If you are using one of the texts in the **Examples** box above, you do not have to redo that entry. *10 minutes*

Make sure to:

- begin your Works Cited list on a new page.
- double-space your Works Cited list.
- use a hanging indent: the first line of each entry should begin at the margin; all following lines should be indented by 0.5 inches.

NOTE TO TEACHERS: Student answers will differ depending on which texts they have relied on for their papers. Here we provide properly formatted citations for the anchor texts in this unit.

Associated Press. "Heads Up Football Program Flourishing." *USA*

Today, 2014. *CommonLit*, www.commonlit.org/en/texts/fyc-Heads-up-football-program-flourishing. Accessed 14 Jan. 2021.

Resnick, Brian. "What a Lifetime of Playing Football Can Do to the Human Brain: Six things to Know about the NFL, Concussions, and Brain Damage." 2019. *CommonLit*, www.commonlit.org/en/texts/fyc-what-a-lifetime-of-playing-football-can-do-to-the-human-brain. Accessed 14 Jan. 2021.

The American Academy of Pediatrics. "The American Academy of Pediatrics on Tackling in Youth Football." 2015. *CommonLit*, www.commonlit.org/en/texts/fyc-the-american-academy-of-pediatrics-on-tackling-in-youth-football. Accessed 14 Jan. 2021.

INFORMATION FOR WORKS CITED ENTRIES:

- ☐ Author (for the first author, last name goes first).
- ☐ "Article Title."
- ☐ *Title of the website*,
- ☐ Date published (if available),
- ☐ URL (without the https://).
- ☐ Date you accessed.



PART 3: Finishing your Works Cited List

Directions: Copy and paste the Works Cited entries into the Works Cited list at the end of your research paper. *5 minutes*

Make sure that you:

- Maintain the double-spacing that currently exists.
- Insert each entry in the list in alphabetical order by the first word of the entry.
- Maintain the hanging indent for each entry (first line left-justified; each succeeding line indented 0.5 inches).

Works Cited

Maslen, Paige. "The Social and Academic Benefits of Team Sports." *Edutopia*, 2015. *CommonLit*, www.commonlit.org/en/texts/fyc-the-social-and-academic-benefits-of-team-sports. Accessed 21 Jan. 2021.

van der Voo, Lee. "The Concussion Gap: Head Injuries in Girls Soccer are an 'Unpublicized Epidemic'." *InvestigateWest*, 2018. *CommonLit*, www.commonlit.org/en/texts/fyc-the-concussion-gap. Accessed 21 Jan. 2021.

LESSON OVERVIEW: 5 MINUTE WRITING REVIEW

IN-TEXT CITATIONS

(This page does not appear on the student copy.)

How does this lesson fit into the arc of writing for the unit?

Writing Lesson 1	Writing Lesson 2	Writing Lesson 3	Writing Lesson 4	Final Unit Writing Prompt
Discussing and Outlining your Research Paper	Writing About a Counterclaim	Works Cited Formatting	In-Text Citations	Is playing contact sports worth the risk? Use evidence from at least three of the texts you have read to support your thesis.
			↑ You are here! ↑	



This lesson's skill focus

In this lesson, students will learn how to format in-text citations for their argumentative research papers. [W.8]
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Materials needed

You will need	Your students will need
<ul style="list-style-type: none"> This lesson packet 	<ul style="list-style-type: none"> "5 Minute Writing Review: In-Text Citations" (Student Copy) Completed works cited pages for their papers Drafts of their final papers

How do I facilitate this lesson?

Part	Lesson Activities	Time
Part 1	 Formatting In-text Citations: Guide students through this overview of MLA in-text citation formatting.	5 min
Part 2	 Independent Practice: This is a good time to circulate and spot check your students' work.	10 min
~15 min total		

Name _____ Class _____

TEACHER COPY: 5 Minute Writing Review

Works Cited Formatting

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

About this lesson

You already know how to create in-text citations when you're only quoting from one source. Today you will learn how to create a list of the sources you cite so that your readers can follow up that information on their own if they wish. You will also learn how to cite those sources in your paper.

Skill Focus

In this lesson, you'll learn how to format works cited entries and in-text citations for your research sources. **[W.7]**

Materials Needed

- The printed or online versions of the texts you're citing in your paper
- Your current draft

PART 1: Formatting In-text Citations

Directions: Read the information about how to format in-text citations and review the examples. Then, proceed to the Independent Practice and apply what you have learned. *5 minutes*



When writing a research paper, it's important to cite — or name — the sources of your data. This gives credit to the researchers and authors who originally shared the data and shows your readers that it comes from a reliable source.

Here's how to format in-text citations:

- Citations appear at the end of a sentence, surrounded by parentheses (), followed by the punctuation mark.
- If you are citing from a print source (book, magazine, newspaper, etc.), you must include a page number.
For internet sources, do *not* include any numbers.
- The citation will use the first piece of information in the Works Cited entry for that source.

IF THE AUTHOR IS A PERSON

- Use only the author's last name in the in-text citation.

Works Cited Entry

Duckworth, Angela Lee. "Grit: The Power of Passion and Perseverance." *TED Talks Education*, 2013.
CommonLit, www.commonlit.org/en/texts/grit-the-power-of-passion-and-perseverance. Accessed 19 Jan. 2021.

In-text Citation

A person who lives "life like it's a marathon, not a sprint," has grit (Duckworth).

Author's Last Name

Author's Last Name

IF THE AUTHOR IS AN ORGANIZATION

- Use the full name of the organization in the in-text citation.

Works Cited Entry Organization

ABC News. "More Facebook Friends, Fewer Real Ones, Says Cornell Study." *www.abcnews.com*. 8 Nov. 2011. *CommonLit*, *www.commonlit.org/en/texts/more-facebook-friends-fewer-real-ones-says-cornell-study*. Accessed 19 Jan. 2021.

In-Text Citation Organization

Researchers asked, "How many of your Facebook 'friends' are really friends of yours?" (ABC News).

IF YOU DO NOT KNOW WHO THE AUTHOR IS

- Use the full title in the first in-text citation.
- If you cite the source more than once, use a shortened version of the title in the later citations.

Works Cited Entry Full Title of Text

"Opposition to the Women's Rights Movement." 1852. *CommonLit*, *www.commonlit.org/en/texts/opposition-to-the-women-s-rights-movement*. Accessed 19 Jan. 2021.

In-text Citations

As activists at the time pointed out, "the Bible nowhere countenances tyranny of man" ("Opposition to the Women's Rights Movement"). Full Title of Text

The authors believed that a woman must "wrestle in defiant combat" against unfair treatment ("Opposition..."). Shortened Title

PART 2: Independent Practice

Directions: Look at your draft argumentative research paper. Using your Works Cited list a reference, make sure that you have correctly cited all of your sources within your research paper. *10 minutes*



Remember:

- Surround each citation with parentheses.
- Do not include any paragraph or page numbers.
- Use the first piece of information in the Works Cited entry for that source.

TEACHER COPY: OPTIONAL FINAL UNIT PROJECT OVERVIEW

Summary of Task

Contact Sports Informative Brochure

In the first half of the unit, students read to build knowledge about the benefits and risks of contact sports for both male and female players. They consider concussion and injury rates in sports such as football and girls' soccer, and they consider the overall benefits of team sports to youth athletes. As they read the core texts of the unit, students gather evidence to support both sides of the argument about contact sports: they're worth the risks or they're not.

In the second half of the unit, students evaluate their research to determine which perspective they agree with more. They conduct more research independently and outline their arguments with the strongest and most relevant evidence they have found. Students write an argumentative research paper supporting their position. Students learn to address a counterclaim and to cite consulted sources properly through in-text citations and a works cited page.

In this final unit project, Contact Sports Informative Brochure, students will work with a classmate who holds the opposing position to create an informative and balanced brochure about participating in contact sports. The purpose of this brochure is to provide parents and prospective student athletes with factual information about the benefits and risks of participating in contact sports to assist them in deciding whether or not to enroll. Their brochures should include helpful visuals and rely on facts and examples from their own research.

Task Breakdown	
Audience	Prospective players of contact sports and their parents
Purpose	To provide factual information on the benefits and drawbacks of participating in contact sports so that students and parents can make an informed decision of whether or not to participate
Format	A brochure for distribution at sporting recruitment events, school registration, in counselors' offices, or other relevant venues, complete with visuals and evidence gathered from students' own research
Collaboration	Students create their brochure in opposite perspective pairs to provide a balanced view of the benefits and drawbacks of contact sports.
Technology	Students use free and open source design software, such as Canva or Google Slides to create their brochure.

This final project has 3 steps:

- **Step 1:** Students assemble in pairs that hold opposite perspectives on the risks and benefits of contact sports.
 - **NOTE:** Some students may have taken a more balanced approach to their argument from the outset, so you may consider pairing these students together.
- **Step 2:** Pairs meet to synthesize and outline balanced and relevant information for parents and students considering enrollment in contact sports.
 - **NOTE:** You may consider showing students examples of [brochure designs](#) as models of what their final products could look like.
- **Step 3:** Pairs assemble their brochures, complete with visuals, and factual evidence and examples for parents and their children.
 - **NOTE:** You may consider having students present their brochures to classmates, explaining their rationale for the organizational and design choices they made and the evidence and examples they chose to include.

Standards Addressed:

- **W.8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W.8.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **SL.8.4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- **SL.8.5:** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- **SL.8.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)
- **L.8.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.