

Name: _____ Date: _____

Go to Scope
Online to listen
to the words
and definitions
read aloud.

Vocabulary:

"Should He Get Paid?"

1. alumni (uh-LUHM-nahy) *plural noun*; Alumni are the people who have graduated from a particular school, college, or university. Right now, you and your classmates are students at your school; after you graduate, you will all be alumni. The people in the photo have just become alumni of their college. (The singular form of alumni is *alumnus*.)

2. exposure (ek-SPOH-zher) *noun or verb*; The verb *expose* means to uncover—to leave something without protection or to make something known. A sleeveless shirt exposes your arms. If you expose a lie, you reveal it. *Expose* can also mean "to introduce to something," as in, "Jason was exposed to a lot of '80s music as a child."

The noun *exposure* describes the state of being exposed. Scientists wear protective clothing to avoid exposure to dangerous chemicals and germs. One particular meaning of exposure is "public attention and notice." Playing a role in a blockbuster movie gives a young actor exposure.

3. lucrative (LOO-kruh-tiv) *adjective*; Something that is lucrative produces money or wealth.

4. prodigy (PROD-ih-jee) *noun*; A prodigy is a child or young person who is unusually talented in some way. A 7-year-old who can play the piano as well as an adult musician could be considered a prodigy. A 10-year-old taking college-level math classes could also be considered a prodigy.

5. profit (PRAH-fit) *noun or verb*; When more money comes in than goes out, that's making a profit. More specifically, profit is money that a business is left with after subtracting all of its expenses. For example, imagine that yesterday, Bob's Donuts sold \$1,000 worth of donuts and had to pay \$700 in expenses for things like ingredients to make the donuts, the salaries of people who work at the shop, and heat, water, and electricity. If the shop took in \$1,000 and had to spend \$700, its profit is \$300, because $\$1,000 - \$700 = \$300$.

As a verb, *profit* means "to make money from something" or "to benefit from something." Bob's Donuts might profit from adding some new flavors of donuts. You might profit from getting an extra hour of sleep each night.

Name: _____ Date: _____

Write an Argument Essay

Directions: Read "Should He Get Paid?" Complete the essay kit on page 27.
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Should college athletes get paid?

Consider what you read in the article, as well as your own viewpoints.
Check the box next to the point of view you will argue in your essay.
Or write your own opinion in the space provided.

☐ **Yes!** They deserve to get paid.

☐ **No!** Student athletes aren't pros.

☐

STEP 2: GATHER SUPPORT FOR YOUR OPINION

Look at what you wrote in the "Yes" and "No" columns on page 27. Which points support your opinion?
What other information supports your opinion? List at least three supporting details on the lines below.

Here's an example: If you think college athletes should get paid, one of your supporting details might be: "A 2006 NCAA study found that top-tier college athletes dedicate an average of 37 hours per week to their sport."

1.

2.

3.

6. rivalry (RAHY-vuhl-ree) *noun*; A rivalry is a situation in which people or groups are competing with each other. Two sisters who are always trying to outdo one another have a rivalry. When sports teams with a rivalry play each other, the fans and the players may have an even stronger desire to win than usual—but it's not just a desire to win; it's a desire to *beat the other team*.

Directions: In the space below or on the back of this page, list any other words from the article whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence using the word.

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think college athletes SHOULD get paid, summarize the strongest arguments of those who disagree. If you think college athletes SHOULD NOT get paid, summarize the main reasons some think that they should.

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

The thesis is where you tell readers what your essay is going to be about. The thesis should be a clear, strong statement of the opinion you gave in Step 1. The rest of your essay will support this thesis.

Your thesis: _____

STEP 5: WRITE YOUR HOOK

The beginning of your essay is called the hook because it "hooks" your readers' attention. The hook should relate to the topic of your essay, but it can take many forms. It can be:

- 1. An anecdote** (a very short story): Describe your relationship with sports. If you play a sport, describe how much work you put into that sport. If you don't play a sport but you love to watch sports, explain why you love to watch sports.
- 2. A surprising fact:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
- 3. A rhetorical question** (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view. Here's one way you could structure your question:
"Is it really fair that _____?"
- 4. A quote:** Find a thought-provoking quote that relates to the topic of your essay.

Choose one of the ideas above, or use your own idea, and write a hook on the lines provided.

Your hook: _____

Let readers know a little about the issue you will be writing about. This is not your point of view; it's a brief summary of the issue. Finish the summary of the debate over paying college athletes that begins below.

[illegible]

On the next page, you'll find guidelines for how to organize your essay.

Argument Essay Outline

Directions: Use the outline below to write your essay. You will use what you wrote on the first three pages of this activity.

1	<p style="text-align: center;">INTRODUCTION</p> <p style="text-align: center;">Open with your hook from Step 5.</p> <p style="text-align: center;">↓</p> <p>Write a transition sentence that relates your hook to the question of whether to pay college athletes.</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">(See <i>Scope's</i> handout "Great Transitions" for some ways to link your ideas.)</p> <p style="text-align: center;">↓</p> <p>Write your summary of the issue from Step 6.</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Finish with your thesis from Step 4.</p>
2	<p style="text-align: center;">BODY PARAGRAPH(S)</p> <p style="text-align: center;">Now write your supporting points from Step 2. For each one, write 1-3 sentences that provide additional details.</p> <p>You can put your supporting points and detail sentences together in one paragraph or you can split them into several paragraphs. It depends on how much you want to write about each point.</p> <div style="border: 1px dotted black; border-radius: 50%; padding: 10px; text-align: center; margin-top: 10px;"> <p><i>Hint! Order your supporting points from weakest to strongest. Readers will best remember details that are presented last.</i></p> </div>
3	<p style="text-align: center;">ACKNOWLEDGE THE OTHER SIDE</p> <p style="text-align: center;">Now it's time to recognize the other side of the argument.</p> <p style="text-align: center;">Use what you wrote in Step 3.</p> <p style="text-align: center;">Then explain why you think the opposing point of view is wrong.</p>
4	<p style="text-align: center;">CONCLUSION</p> <p style="text-align: center;">Write 2-3 sentences to remind your readers of your main points.</p> <p style="text-align: center;">Finish with a strong final sentence.</p> <div style="border: 1px dotted black; border-radius: 50%; padding: 10px; text-align: center; margin-top: 10px;"> <p><i>Need an idea? Refer to your hook, find a quote, or give a call to action.</i></p> </div>
5	<p style="text-align: center;">READ AND REVISE</p> <p style="text-align: center;">Use <i>Scope's</i> "Argument-Essay Checklist" to evaluate and edit what you have written.</p>

Name: _____ Date: _____

“Should He Get Paid?” Quiz

Directions: Read “Should He Get Paid?” Then answer the questions below.

- The author likely included the details about the price of the tickets to the Duke vs. UNC game to
 - brag about being able to attend the game.
 - encourage more people to attend college games.
 - support the claim that tickets to college games are too expensive.
 - show that college sports are popular and can bring in a lot of money.
- On page 25, the author writes that Zion Williamson is “as graceful as a dancer and as powerful as a freight train.” This line contains
 - personification that emphasizes Williamson’s skill and strength.
 - two similes that emphasize Williamson’s skill and strength.
 - a metaphor that shows Williamson’s strength.
 - a simile that reveals Williamson’s talent as a dancer.
- Consider this line from page 27: “[Williamson’s] future in the NBA seems certain. That is, of course, unless something unforeseen—like a career-ending injury—should happen.” *Unforeseen* means
 - interesting.
 - hopeful.
 - not expected.
 - exciting.
- On page 26, the author writes, “So if these teams bring in so much money, why don’t the players get any of it?” Which literary device is she using?
 - symbolism
 - rhetorical question
 - irony
 - hyperbole
- What is the purpose of the literary device you chose for your answer to question 4?
 - to encourage readers to question the fairness of not paying college players
 - to convince readers that college athletes should not get paid
 - to suggest that college sports teams make too much money
 - to help readers understand why college players aren’t paid
- How does the author use the information that many college athletes get tuition scholarships?
 - to support the point that college athletes do get something in return for their efforts
 - to support the point that college athletes are excellent students
 - to support the point that college athletes are not compensated at all
 - to support the claim that college is too expensive

Constructed-Response Questions

Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

- What is the mood of the first two paragraphs of the introduction? Explain how the author creates this mood.
- Consider the statistic on page 26 about how much LeBron James earned in endorsements in 2018. Choose one side of the debate and explain how this information could be used to support it.

Name: _____ Date: _____

“Should He Get Paid?” Quiz

Directions: Read “Should He Get Paid?” Then answer the questions below.

- The author notes that tickets to the Duke vs. UNC game almost reached Super Bowl prices. This detail helps you understand that**
 - tickets for college basketball games are too expensive.
 - the author believes that college athletes should get paid.
 - tickets to college basketball games are more expensive than tickets to professional games.
 - college sports can bring in a lot of money.
- On page 25, the author writes that Zion Williamson is “as graceful as a dancer and as powerful as a freight train.” This line contains similes that**
 - tell you that Williamson is a good dancer.
 - help you understand how Williamson moves on the court.
 - describe how tall Williamson is.
 - tell you that Williamson likes trains.
- On page 26, the author writes, “Ticket sales are just one slice of the pie.” She means that ticket sales are**
 - an important part of college sports.
 - higher than ever in history.
 - just one of the ways college sports make money.
 - the only way college sports make money.
- On page 26, the author writes, “So if these teams bring in so much money, why don’t the players get any of it?” What literary device is she using?**
 - symbolism
 - rhetorical question
 - irony
 - hyperbole
- What is the purpose of the literary device you chose for your answer to question 4?**
 - to encourage readers to question the fairness of not paying college players
 - to convince readers that college athletes should not get paid
 - to suggest that college sports teams make too much money
 - to help readers understand why college players aren’t paid
- Which line is used to support the idea that college athletes do get something in return for their efforts?**
 - “Many get tuition scholarships.” (p. 26)
 - “And isn’t the whole point of college to be a student and get an education?” (p. 27)
 - “A top team can secure lucrative endorsement deals.” (p. 26)
 - “Would paying athletes really help though?” (p. 27)

Constructed-Response Questions

Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

- The mood of the first two paragraphs of the introduction could be described as suspenseful and exciting. Explain how the author creates this mood.
- Consider the statistic on page 26 about how much LeBron James made in endorsements in 2018. Choose one side of the debate and explain how this information could be used to support it.