

Name: _____ Date: _____

Vocabulary:

"Deadly Hits"

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

- 1. coma (KOH-muh)** *noun*; A coma is a state of unconsciousness caused by damage to the brain from an injury or sickness. When people are in a coma, their bodies are in a sleeplike state that they cannot wake from; they do not respond to sounds or touch. A coma can last for hours, days, weeks, or even longer, and some people never wake up from a coma.
- 2. feverishly (FEE-vuhr-ish-lee)** *adverb*; The adjective *feverish* can mean "having or showing the symptoms of a fever" or "involving intense emotion or activity." You might feel feverish if you're sick. A crowd might be full of feverish excitement.

If you do something feverishly, you do it quickly and intensely, with great excitement or energy. You might work feverishly to finish an assignment before the bell rings.
- 3. frantic (FRAN-tik)** *adjective*; *Frantic* means "wild with fear, worry, or extreme emotion" or "done in a hurried, nervous, and wild way." A frantic bird might fly around your house in a state of panic after flying in through your kitchen window.
- 4. glamorize (GLAM-uh-rahyz)** *verb*; To glamorize something is to make it appear glamorous and more exciting or attractive than it really is. For example, cigarette advertisements glamorize smoking—they make it look like something that young, cool, healthy people do, when in reality, smoking is terrible for your health.
- 5. implement (IM-pluh-ment)** *verb*; To implement something is to put it into effect or practice. A school principal might announce that on Monday, the cafeteria will implement a new system for sorting trash and recycling.
- 6. initial (ih-NISH-uhl)** *adjective*; *Initial* means "occurring first or at the beginning," as in, "Once the initial shock wore off, I grew to really like my new haircut," or "The initial drafts of my essay were much longer than the final version."

7. scrutiny (SKR00T-n-ee) *noun*; Scrutiny is the act of carefully examining or inspecting something for faults or mistakes. You might check over your answers to a math test with scrutiny, making sure you haven't made any careless errors before handing in the test. If an actor is under scrutiny by the media, his actions are being constantly watched, judged, and reported. (*Scrutiny* is often preceded by the preposition *under*.)

8. sustain (suh-STAYN) *verb*; To sustain something is to support it or keep it going. If you've just started to learn French, you would probably find it hard to sustain a conversation in French for half an hour. If you're hungry, eating a snack might sustain you until lunch. A broken chair might not be able to sustain much weight. *Sustain* can also mean "to suffer, experience, or endure," as in, "Chris sustained two broken toes in the accident."

9. traumatic (truh-MAT-ik) *adjective*; Something that is traumatic is so upsetting and shocking that it may lead to serious mental and emotional problems. Witnessing a disaster might be a traumatic experience.

In medical terms, *traumatic* means "relating to or caused by a serious injury to the body."

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 peers. Then write a definition for the word and one example sentence using the word.

Vocabulary Practice

"Deadly Hits"

Directions: Choose the word that is most similar in meaning to each word in bold.

1. **initial**

- Ⓐ original
- Ⓑ final

2. **sustain**

- Ⓐ experience
- Ⓑ avoid

3. **frantic**

- Ⓐ upset
- Ⓑ calm

4. **traumatic**

- Ⓐ disturbing
- Ⓑ pleasant

Directions: Fill in the circle next to the best answer choice.

5. Which news article is about Facebook facing scrutiny?

- Ⓐ "Six new smiley emojis added to Facebook!"
- Ⓑ "Facebook under investigation for how it shares its users' data"

6. Which sentence uses feverishly correctly?

- Ⓐ The team worked feverishly to complete the obstacle course for the million-dollar prize.
- Ⓑ I talked to the puppy feverishly to make it feel more at ease.

7. Someone who helps people in comas might work in a _____.

- Ⓐ hospital
- Ⓑ high school

Directions: In each pair of boldfaced words, underline the word that best completes the sentence.

8. Christina made a **frantic/traumatic** dash for the departing school bus.
9. After making it halfway up the hill, Darren could no longer **sustain/glamorize** his speed.
10. After being in a **coma/scrutiny** for three days, Mr. Goldberg woke up and made a full recovery.
11. The show **glamorized/sustained** the celebrity's life, leaving out the challenges of being so famous.
12. My parents plan to **implement/glamorize** my new curfew at the beginning of summer break.

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Close-Reading Questions

"Deadly Hits"

1. In the introduction, how does author Lauren Tarshis help you understand that a concussion is a serious injury? (author's craft, imagery)
2. On page 6, Tarshis describes Zack's brain as a "ticking time bomb." What kind of figurative language is she using? What purpose does it serve? (figurative language)
3. Why did Zack's coach allow Zack to re-enter the game after he hit his head the first time? (key ideas)

4. In the section "What If?," Tarshis asks a series of questions. What purpose do these questions serve? (author's craft, text structure)
5. On page 7, while explaining how a new version of the video game *Madden NFL* was created, Tarshis writes, "No longer are injured players glamorized." What does she mean? (interpreting text)
6. What is Tarshis's attitude toward Zack, his coach, and his parents? Do you think she blames any of them for Zack's injury? Explain. (tone)

2. On page 6, Tarshis writes, “Sportscasters ran highlight reels that celebrated the most brutal hits of the week in college and professional football.” Why do you think sportscasters stopped doing this?

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Preparing to Write: My PSA

Directions: Read "Deadly Hits," including the infographic on page 8. Then use this activity to help you plan your public service announcement (PSA) about concussions.

PART 1: The Basics

Read this information to be sure you understand your goal.

First things first: What is a PSA?

A PSA is like a commercial, but it's not created to sell a product. It's designed to inform and educate the public about an important issue. Like regular commercials, PSAs can take many forms—videos, magazine ads, or posters that are displayed in public places like train stations, for example.

OK, got it. So what is *my* PSA for?

Here's what it says on page 8 of Scope:
Create a public service announcement about concussions, drawing on information in the article and infographic. Your PSA may be in the form of a poster or video (no longer than 2 minutes).

PART 2: The Information

Use this section to gather the information you will include in your PSA. Jot down details from the article and the infographic. Use the back of this sheet if you need more room.

What a concussion is and why it's dangerous

How young athletes can stay safe

PART 3: The Plan

Now that you've noted the information you want to include, think about how you will present that information.

The first thing to decide is who your audience is—that is, who your PSA is aimed at.

The audience for my PSA is

_____.

Next, check one of the boxes below to show the format you will use:

I am going to make my PSA in the form of a

☐ short video. ☐ poster.

Now think about the title of your PSA. Write your title here:

PART 4: The Concept

It's time to brainstorm ideas for your concept. Jot down your ideas in the box for the format you will be using.

VIDEO

Will there be people? Text and images? A story? What about music? How will you get across the information you want viewers to know?

POSTER

Will there be one main image, and if so, what will it be? What colors will you use? How much information can you include without your poster looking too crowded?

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity with “Deadly Hits.” See *Scope’s* “Glossary of Nonfiction Terms” for definitions of the words that appear in bold.

Before Reading Text Features, Mood

1. Read the **headline** and **subheading** and study the image on pages 4-5. What **mood** do these features create?

2. Read the sidebar on page 7. What does this information help you understand about professional football?

3. Read the infographic on page 8. What does this information reveal about concussions?

4. Read the section titles throughout the article. Based on your preview of the article, write one sentence predicting what the article is mainly about.

During Reading
Text Structure, Inference, Tone

5. **A.** Check (✓) the statement that BEST describes the **text structure** (the way the author organizes information) in the section “What If?”

- ☐ The author compares Zack’s brain injury with other types of brain injuries.
- ☐ The author gives a chronological account of Zack’s brain injury and early recovery.
- ☐ The author presents the problems that led to Zack’s traumatic brain injury, then presents solutions to those problems.

B. Explain your answer.

6. Consider this quote from page 6:

“So when Zack said he felt fine, his coach did what many coaches did when a star player said he felt well enough to play: He sent Zack back to the field.”

Based on information from the article, why is a similar scenario less likely to happen today?

7. What is the author’s **tone** as she writes about Zack and his family in the section “The Road to Recovery”? Explain your answer.

After Reading

Central Idea/Details and Objective Summary

8. Below are three **supporting details** for a **central idea** of the article. In the space provided, write a central idea that these details support.

| Central Idea | | |
|--|--|--|
| Detail #1 “A concussion—also known as a mild traumatic brain injury, or mild TBI—is an invisible injury. It leaves no outward marks.” (p. 6) | Detail #2 “Some symptoms of a concussion may not show up right away.” (p. 8) | Detail #3 “As happens to many players, Zack didn’t realize he’d suffered a serious brain injury.” (p. 6) |

9. Write an **objective summary** of “Deadly Hits.” (Hint: Think about what you would say to a friend who asks, “What is this article about?”)

[illegible]

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity with “Deadly Hits.” See *Scope*’s “Glossary of Nonfiction Terms” for definitions of the words that appear in bold.

Before Reading Text Features, Mood

1. Read the **headline** and **subheading** and study the image on pages 4-5. What **mood** do these features create?

2. Read the sidebar on page 7. What does this information help you understand about professional football?

3. Read the infographic on page 8. What does this information reveal about concussions?

4. Read the section titles throughout the article. Based on your preview of the article, write one sentence predicting what the article is mainly about.

During Reading

Text Structure, Inference, Tone

5. Text structure is the term for how an author organizes information. In the section “What If?” the author uses a problem-and-solution structure.

First, she presents the problems that led to Zack’s traumatic brain injury: coaches and athletes being uninformed about concussions, and the fact that there were no procedures in place to evaluate players after a hit.

What are some solutions to those problems?

6. Consider this quote from page 6:

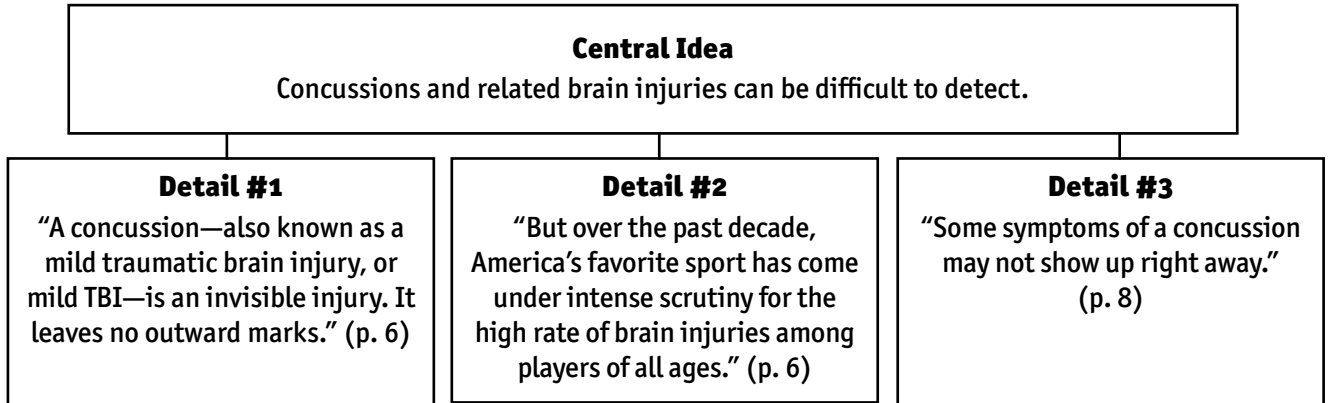
“So when Zack said he felt fine, his coach did what many coaches did when a star player said he felt well enough to play: He sent Zack back to the field.”

Based on information from the article, why is a similar situation less likely to happen today?

7. Tone is the author’s attitude toward the subject he or she is writing about. What is the author’s tone as she writes about Zack and his family in the section “The Road to Recovery”? Explain your answer.

After Reading
Central Idea/Details and Objective Summary

8. A. Below is a **central idea** of the article and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.



B. Briefly explain why the detail you crossed out does NOT support the central idea above.

9. An **objective summary** is a short statement or paragraph that tells what an article is about. Draw a line through the three sentences below that should definitely NOT be included in an objective summary of “Deadly Hits.”

- a. I think the story had a lot of important information in it.
- b. When Zackery Lystedt was 13 years old, he suffered a traumatic brain injury (TBI) while playing football.
- c. Zack and his parents are Seattle Seahawks fans.
- d. In the years since Zack’s injury, sports leagues have adopted stricter concussion protocols.
- e. Today, Zack and his parents are advocates for safety in youth sports.
- f. *Madden NFL* is a popular video game.

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Nonfiction Quiz

Directions: Read “Deadly Hits.” Then answer the questions below.

- On page 6, Lauren Tarshis writes that Zack’s brain “was a ticking time bomb.” This metaphor helps readers understand that playing a sport when you have a concussion is
 (A) painful.
 (B) common.
 (C) dangerous.
 (D) brave.
- Which statement expresses a central idea of the section “Playing Through Pain”?
 (A) Playing football builds character.
 (B) Until recently, people didn’t realize how dangerous it can be to continue to playing after being hit on the head.
 (C) *Madden NFL* is a popular video game.
 (D) Football began in the late 1800s.
- The infographic “What to Know About Concussions” helps readers understand
 (A) how common concussions are and how to stay safe.
 (B) how the sport of football has evolved over time.
 (C) how Zack’s brain injury could have been prevented.
 (D) which sports are most popular among teens.
- On page 8, Tarshis writes that in therapy, Zack works “with the same gritty strength that made him a star on the field.” Based on context clues, *gritty* most closely means
 (A) determined.
 (B) healthy.
 (C) dirty.
 (D) quiet.
- On page 7, Tarshis writes of *Madden NFL*, “No longer are injured players glamorized.” Which line provides an example of football injuries being glamorized?
 (A) “Late in the game’s first half, Zack tackled a runner rushing toward the end zone.” (p. 5)
 (B) “When his head hit the ground, his brain shook violently against the inside of his skull.” (p. 5)
 (C) “Sportscasters ran highlight reels that celebrated the most brutal hits of the week in college and professional football.” (p. 6)
 (D) “Zack and his family remain advocates for safety in youth sports.” (p. 8)
- Tarshis most likely wrote “Deadly Hits” to
 (A) teach readers about the dangers of concussions.
 (B) share the latest brain science research.
 (C) compare and contrast football and soccer.
 (D) show how school sports instill discipline.

Constructed-Response Questions

Directions: Write your answers in a well-organized response.

- What is one way that the author supports the idea that head injuries can be more serious than they seem? Support your answer with text evidence.
- In what ways has the sport of football become safer in recent years? Support your answer with details from the article.

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Nonfiction Quiz

Directions: Read “Deadly Hits.” Then answer the questions below.

- On page 6, Lauren Tarshis writes that Zack’s brain “was a ticking time bomb.” This line contains
 - a simile that shows how severe Zack’s pain was.
 - a metaphor that emphasizes how slowly the second half of the game passed.
 - a metaphor that expresses how dangerous it is to continue playing a sport with a concussion.
 - hyperbole that shows how explosive Tahoma’s tackles were.
- Which is a central idea of the article?
 - Concussion rates in the NFL are decreasing.
 - There are ways to reduce athletes’ risk of serious head injury.
 - The NFL contributes millions of dollars to brain injury research.
 - Madden NFL* is a popular video game.
- How does the infographic “What to Know About Concussions” contribute to the article?
 - It helps readers understand how common concussions are and how to stay safe.
 - It summarizes how the sport of football has evolved over time.
 - It explains how Zack’s brain injury could have been prevented.
 - It describes the most popular sports among kids and teens today.
- On page 8, Tarshis writes that in therapy, Zack works “with the same gritty strength that made him a star on the field.” Based on context clues, what is the definition of *gritty*?
 - showing courage and determination
 - containing bits of sand
 - feeling or showing pride
 - soft and delicate
- On page 7, Tarshis writes of *Madden NFL*, “No longer are injured players glamorized.” Which line provides an example of football injuries being glamorized?
 - “Late in the game’s first half, Zack tackled a runner rushing toward the end zone.” (p. 5)
 - “When his head hit the ground, his brain shook violently against the inside of his skull.” (p. 5)
 - “Sportscasters ran highlight reels that celebrated the most brutal hits of the week in college and professional football.” (p. 6)
 - “Zack and his family remain advocates for safety in youth sports.” (p. 8)
- Tarshis most likely wrote “Deadly Hits” to
 - help inform readers about the dangers of concussions.
 - share the latest brain science research.
 - compare and contrast football and soccer.
 - show how school sports instill discipline.

Constructed-Response Questions

Directions: Write your answers in a well-organized response.

- How does the author develop the idea that head injuries can be serious even if they seem to be minor? Support your answer with details from the article.
- According to the article, in what ways has the sport of football changed in recent years? Support your answer with details from the article.

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Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about. It does not include unimportant details or the opinions of the person writing it.

Directions: Follow the prompts in the margins to complete the summary of "Deadly Hits."

Zackery Lystedt suffered a devastating brain injury while playing football. On October 12, 2006, 13-year-old Zack hit his head during a game and suffered a concussion. Zack _____

_____. At the time, Zack's coach did not _____

_____. Ultimately, after several more jolts to his head, Zack collapsed on the field. His brain was swelling and bleeding. Doctors had to operate to save his life. Afterward, he would remain in a coma for three months. When he woke up, Zack _____

_____.

After helping their son recover, Zack's parents worked hard to prevent the same thing from happening to other young athletes. They _____

_____.

_____.

Zack has worked hard to recover from his injury. He can now eat, talk, and walk with a cane. Today, Zack _____

_____.

2. What did Zack's coach, as well as others, not understand about concussions?

1. What did Zack do after he first hit his head?

3. What challenges did Zack face as a result of his injury?

4. What did Zack's parents accomplish?

5. How does Zack help young athletes today?

Name: _____ **Date:** _____

Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.
It does not include irrelevant details or the opinions of the person writing it.

Directions: Answer the questions below to help you write an objective summary of "Deadly Hits."

1. Who is the article mainly about? (It can be an individual or group of people.)

2. What significant event does the article describe?

3. What problem(s) does the main person face afterward?

4. What else happened as a result of this event?

5. How is the main person(s) in the article doing today?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

Directions: Follow the prompts below to explore the central ideas and supporting details in "Deadly Hits."

1. Reread the section "Playing Through Pain." Which statement below BEST expresses a central idea of this section?

- Ⓐ *Madden NFL* is a popular video game.
- Ⓑ Playing through a sports injury has become ingrained in our culture over time.
- Ⓒ Zack returned to the game less than 15 minutes after his injury.
- Ⓓ Football has been around for a long time.

2. Read a central idea of the article in the box below. Then read the lines from the article listed under it. Which detail does NOT support the central idea?

Central Idea:
Concussions and related brain injuries can be difficult to detect.

- Ⓐ "As happens to many players, Zack didn't realize he'd suffered a serious brain injury." (p. 6)
- Ⓑ "A concussion—also known as a mild traumatic brain injury, or mild TBI—is an invisible injury. It leaves no outward marks." (p. 6)
- Ⓒ "Some symptoms of a concussion may not show up right away." (p. 8)
- Ⓓ "About 10 percent of middle school boys who play football sustain concussions during games, according to *The American Journal of Sports Medicine*." (p. 7)

I chose _____ because _____

- 3. Read the details from the sections "What If?" and "The Road to Recovery" listed below. In the box, write a central idea that these details support.**

Central idea:

Detail 1: "Zack also travels around the country spreading the word about the dangers of concussions." (p. 8)

Detail 2: "Working with lawmakers and the doctors who treated Zack's injury, [the Lystedts] helped develop the Lystedt Law. This law prohibits young athletes who are suspected of having a concussion from returning to play without approval from a medical professional." (p. 7)

- 4. Consider a central idea of the whole article, which is written below. We wrote one detail from the article that supports this idea. Write two more supporting details in the spaces provided.**

Central idea:

Over the years, football leagues have made changes to better protect players.

Supporting detail 1:

"In 2012, Pop Warner, the nation's largest youth football league, implemented special training programs and new safety rules. It now limits tackling drills during practices." (p. 7)

Supporting detail 2:

Supporting detail 3:

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Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

Directions: Follow the prompts below to explore the central ideas and supporting details in "Deadly Hits."

1. Read a central idea of the sections "Playing Through Pain" and "Ticking Time Bomb" stated in the box below. Then check the boxes next to the TWO details that best support the central idea.

Central Idea:
Concussions and related brain injuries can be difficult to detect.

- ☐ A. "As happens to many players, Zack didn't realize he'd suffered a serious brain injury." (p. 6)
- ☐ B. "A concussion—also known as a mild traumatic brain injury, or mild TBI—is an invisible injury. It leaves no outward marks." (p. 6)
- ☐ C. "From the dawn of football in the late 1800s until very recently, knocks to the head were considered just another part of the game." (p. 6)
- ☐ D. "It was a game-winning play for Zack's team." (p. 6)
- ☐ E. "Popular video games like *Madden NFL* showed players staggering along the field with serious head injuries." (p. 6)

2. Read the details from the article listed below. In the box, complete the central idea that these details support.

Central Idea:
The Lystedts are _____

Detail 1: "Zack also travels around the country spreading the word about the dangers of concussions." (p. 8)

Detail 2: "Working with lawmakers and the doctors who treated Zack's injury, [the Lystedts] helped develop the Lystedt Law. This law prohibits young athletes who are suspected of having a concussion from returning to play without approval from a medical professional." (p. 7)

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Exploring Text Features

Authors use text features to bring attention to important details. In a nonfiction article, text features include titles, subheadings, photos, captions, charts, and maps.

Directions: Answer the questions below to help you explore the text features in "Deadly Hits."

1. Read the headline and subheading and study the image on pages 4-5. What mood do these features create?

2. Read the infographic on page 8. Why might the author have chosen to include this feature?

3. Read the sidebar on page 7. What does this information help you understand about head impacts?

4. Read the subheadings in the article. Based on your preview of the article, write one sentence predicting what the article will be about.

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Exploring Text Structures

"Text structure" is the term for how an author organizes information. Authors use different text structures to achieve different purposes, and one piece of writing often has multiple text structures.

Directions: Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "Deadly Hits."

1. The introduction uses a **sequence-of-events** structure. What events is the author writing about?

Description or List

Includes details to help you picture or get to know a person, a place, a thing, or an idea

Cause and Effect

Explains *why* something happened (cause) and *what* happened as a result (effect)

Problem and Solution

Presents a problem and explains how it is solved

Compare and Contrast

Presents the similarities and/or differences between two items, such as a pair of events, time periods, ideas, or places

Sequence of Events

Describes events in the order in which they happen (also called chronological order)

2. A. Underline the text structure the author uses in the section "Second Impact Injuries."

cause and effect

compare and contrast

- B. Explain how you know, using evidence from the article.

3. A. Which text structure does the author use in the section "What If?"

B. Explain how you know, using evidence from the article.

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file. If you are e-mailing a video entry, please either attach the file or use a file-sharing platform such as Dropbox.

PSA Contest

Create a public service announcement about concussions, drawing on information in the article and infographic. Your PSA may be in the form of a poster or video (no longer than 2 minutes). Five winners will get *Strike Zone* by Mike Lupica.

Entries will be judged on:

- ⇒ use of information from both texts
- ⇒ clarity and organization
- ⇒ creativity
- ⇒ grammar, spelling, and punctuation

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

My parent or legal guardian consents
to my participation in this contest.

Parent's or legal guardian's signature: _____

Include this form with your entry and send both to: scopemag@scholastic.com
or mail them to: PSA Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY April 20, 2020!