

Student Name:

English II Honors Break Assignment

Mrs. Pergola



Part I
Vocabulary Lesson 6

Words and Definitions:

Condone: (v) to forgive or overlook an offense by treating the wrongdoer as if there had been nothing wrong.

Connive: (v) to cooperate secretly in a wrong doing.

Connoisseur: (n) an expert; an authority

Contrite: (adj) showing regret and sorrow, usually for having committed some wrongdoing.

Copious: (adj) abundant; large in number or quantity.

Crass: (adj) coarse, stupid, tasteless

Credence: (n) belief or trust

Culinary: (adj) having to do with the kitchen or cooking.

Culmination: (n) the apex, highest point; completion, finish.

Cult: (n) a fad-like devotion to a person, thing, or idea; a group of people bound together by the same thing, person, or ideal.

Directions: For each SYNONYM, write the matching vocabulary word in a different color font.

1. Sect
2. Pardon, Excuse
3. End, Finale
4. Collaborate
5. Credit, Faith
6. Critic
7. Remorseful
8. Graceless
9. Profuse

Directions: For each ANTONYM, write the matching vocabulary word in a different color font

1. Novice
2. Condemn, indict
3. Beginning
4. Meager, sparse
5. Shameless
6. Polished, refined
7. Distrust, doubt

Directions: Fill in the blanks with the correct vocabulary word needed to complete the sentence.

Connoisseur Connived Contrite Copious Condone

1. The police said that the accused criminal had _____ with others to swindle people out of money. His illegal skills had brought him _____ material rewards, and the newspaper headlines referred to him as a “_____ of Cons.” Although he had been arrested many times, he had always managed to find a judge willing to release him. Finally, however, he was sent before a stern judge who found it impossible to _____ his criminal activities. Since there was no evidence that the criminal felt at all _____ for his actions, the judge sentenced him to the maximum number of years in prison.

Crass Culinary Credence Cult Culmination

2. The young man knew he had the power to persuade people to action, so he began to teach his philosophy to anyone who would listen. He was a persuasive speaker, and many people soon gave _____ to what he said about food and health. Soon, he had a small band of followers who designed uniforms for themselves and became something similar to a _____.
3. Tension mounted until it reached its _____ on the steps of the school for _____ arts, where students threw stale muffins at the _____ people who made insulting comments about the school and its students.

Directions: Study the entries and answer the questions that follow.

The root *arch* means “rule,” “govern,” “to be first.”

The root *dem/demos* means “people”

The root *mit/mis* means “send.”

The suffix *-ist* means “one who practices or believes.”

The suffix *-crat* means “rule by.”

1. Without using a dictionary, write a definition for the following words:
 - a. Archetype
 - b. Demography
 - c. Transmit
 - d. Monarchy
 - e. Democracy
 - f. Remit
2. A *technocrat* would be a supporter of _____.
3. The root *oligos* means few; therefore, an oligarchy would probably be _____.
4. List as many words as you can think of that contain the roots *arch*, *dem/demos*, and *mit/mis*, or the suffix *-crat*
5. The prefix *ana-* means “without” or “against”; therefore, an *anarchist* is:

Directions: Choose the answer that best suits the situation.

1. What would a good pet owner not *condone*?
 - a. Not playing with a dog
 - b. Not feeding a cat
 - c. Taking a dog on walks
 - d. Taking a cat to the vet

2. Which item in a house is an example of something relating to the word *culinary*?
 - a. A stove
 - b. A stairway
 - c. A bathroom
 - d. An air conditioner
3. Which emotion goes best with the meaning of *contrite*.
 - a. Happy
 - b. Sad
 - c. Angry
 - d. Sorry

Directions: Read the selection and answer the questions.

The child lives in a somewhat narrow world of personal contacts. Things hardly come within his experience unless they touch, intimately and obviously, his own well-being, or that of his family and friends. His world is a world of persons with their personal interests, rather than a realm of facts and laws. Not truth, in the sense of conformity to external fact, but affection and sympathy, is its keynote. As against this, the course of study met in the school presents material stretching back indefinitely in time, and extending outward indefinitely into space. The child is taken out of his familiar physical environment, hardly more than a square mile or so in area, into the wide world— yes, and even to the bounds of the solar system.

-- John Dewey

1. The author's main point in this selection is that
 - a. Affection and sympathy are more important than knowledge.
 - b. Schools sometimes do more harm than good.
 - c. Education expands a child's knowledge by opening the world.
 - d. The solar system is infinite.
 - e. There is a need for more home education.
2. The author states or implies that
 - a. The school course of study expands a child's mind.
 - b. A young child's experience with the world is limited.
 - c. Affection and sympathy are more important to the young child than truth, in the sense of conformity to external facts.
 - d. All of the above are correct
 - e. None of the above are correct.

3. From this selection, we might infer that the author
 - a. Has no children of his own
 - b. Has studied children and the way they learn
 - c. Has no great love of children
 - d. Is impatient with the ways that schools teach young children
 - e. Expects everyone to disagree with him
4. The author's tone in this passage is
 - a. Angry
 - b. Excited
 - c. Wistful
 - d. Gloomy
 - e. Informational

Part II
Grammar Writing with Power
Chapter 22

[22A.1] **Italicize (underline) letters, numbers, and words when they are used to represent themselves. Also italicize (underline) foreign words that are not generally used in English.**

[22A.2] **Italicize (underline) the titles of long written or musical works that are published as a single unit. Also italicize the titles of paintings and sculptures and the names of vehicles.**

Directions: Highlight the word(s) that should be in italics.

1. One of the best shows on TV is American Idol.
2. The Orient Express was a train that ran from Paris to Istanbul.
3. Shakespeare's Macbeth shows what can happen to a murderer.
4. Ferdinand Magellan's Victoria took three years to sail around the world.
5. The Wall Street Journal is printed daily in New York City.
6. When I was little, I used to love watching Sesame Street.
7. My mom still prefers reading magazines over blogs; she subscribes to Better Homes and Gardens and Real Simple
8. Wicked, a popular musical, explains the backstory of the witches from L. Frank Baum's classic The Wizard of Oz.
9. The unsuccessful mission to the moon was harrowing for the crew of the Apollo 13.
10. I liked The Return of the King the best of the movies in the Lord of the Rings trilogy.

[22B] **Quotation marks come in pairs. They are placed at the beginning and end of uninterrupted quotations and certain titles.**

Directions: Italicize or add quotation marks as needed.

1. I read the short poem The Shooting of Dan McGrew by Robert W. Service.
2. This month's issue of Rolling Stone has just arrived.
3. I just heard Journey's hit Don't Stop Believin' on the oldies station.
4. Did you know that The Telephone has only one act?
5. James Joyce's short story Araby reminds me of how I feel going to the mall.

[22B.2] **Use quotation marks to enclose a person's exact words.**

Directions: add quotation marks where appropriate.

1. Thunderstorms, Polly reported, are a common water hazard.
2. She added, Dr. Winn will tell us something about them.
3. What exactly causes bad thunderstorms? asked Connie.
4. Dr. Winn told her that the cause is still unknown.
5. Scientists are trying to solve this mystery, he added.
6. Planes and balloons will be used in our research, he reported.
7. Computers, he added, will also be helpful in collecting data.
8. Better understanding of the causes will lead to better forecasts, Dr. Winn explained.
9. She said, there's no such thing as a dumb question.
10. She also said that she was very impressed by inquisitive students.

[22B.5] Place a period inside the closing quotation marks when the end of the quotation comes at the end of a sentence.

[22B.6] Place a quotation mark or an exclamation point inside the closing quotation marks when it is part of the quotation.

Directions: If the sentence is punctuated correctly, write CORRECT. If it is not correct, write INCORRECT and correct the punctuation.

1. "Talk is cheap," said Socrates, "because supply exceeds demands".
2. Mahatma Gandhi once said, "There is more to life than increasing its speed".
3. Did Goethe say, "When ideas fail, words come in very handy?"
4. "He who hesitates is not only lost," growled Father, "but is miles from the next exit."
5. Someone in the grandstand shouted, "Throw the ball to third"!

Grammar Writing with Power Chapter 23

[23A.1] Add 's to form the possessive of a singular noun.

[23A.2] Add only an apostrophe to form the possessive of a plural noun that ends in 's'

Directions: Write the correct form of the possessive for the underlined word or word group in each sentence.

1. My mother-in-law office is beside the bank.
2. The leaves colors delighted the photographer.
3. An advertisement's aim is to catch each reader attention.
4. Tom hiking boots were a gift from his mother.
5. The team final touchdown gave it the record for the season.
6. Certainly a porcupine's quills are its enemies dread.

Directions: Write the correct possessive form for each phrase.

1. The shoe belonging to Rita
2. The tables belonging to the women.
3. The presents belonging to the five-year-old.
4. The playroom for the children.
5. The howls of the wolves
6. The apple belonging to Samson
7. The flag belonging to the enemy
8. The horse owned by Lucas

[23A.4] Do not add an apostrophe to form the possessive of the personal pronouns.

[23A.5] Add 's to form the possessive of indefinite pronouns.

Directions: Write the correct possessive form for each phrase.

1. The sweater belonging to me.
2. The notebook belonging to him
3. The paws that belong to it.
4. The lesson that you taught.
5. A place for everyone.

[23B.1] use a semicolon between the clauses of a compound sentence that are not joined by a conjunction.

[23B.2] Use a semicolon between clauses in a compound sentence that are joined by certain conjunctive adverbs or transitional words.

Directions: Rewrite each sentence, adding a semicolon and comma where necessary.

1. Some dogs perform useful tasks for example the Scottish terrier is an excellent sheep herder.
2. I have never been to a farm however I can picture it perfectly.
3. Leopards have never been successfully tamed therefore they remain wild today.
4. Don't just make blind decision instead get advice from people you respect.
5. Tony is scared of heights however he will go on a roller coaster.

[23B] A colon (:) is primarily used to introduce a list of items.

[23B.7] Use a colon in special situations.

Directions: Add colons and commas to the sentences below where needed.

1. The black snake eats the following insects frogs and other snakes.
2. An insect's body has three main parts the head thorax and abdomen.
3. When Malia had the flu, she needed three things bed rest fluids and tender loving care.
4. I also set my alarm for 600 a.m.
5. Minerals that are mined from the ground include the following phosphorus gold and silver.

[23C.2] Use a hyphen when writing out the numbers twenty-one through ninety-nine and fractions used as adjectives.

[23C.3] Use one or more hyphens to separate the parts of some compound nouns and adjectives. Also use one or more hyphens between words that make up a compound adjective in front of a noun.

[23C.4] Use a hyphen after the prefixes ex-, self-, and all- and before the suffix -elect

Directions: Add hyphens to the sentences below where needed.

1. Our library has many up to date reference books.
2. Fast food is not very nutritious.
3. Alaska is the forty ninth state.
4. My parents have been married for twenty one years
5. I told my ex boyfriend to stop texting me.

[23D.1] use dashes (--) to set off an abrupt change in thought.

[23D.2] Use dashes to set off an appositive that is introduced by words such as "that is," "for example," or "for instance."

[23D.3] Use dashes to set off a parenthetical expression or an appositive that includes commas.

[23D.4] Use parentheses to enclose information that is not closely related to the meaning of the sentence.

Directions: Rewrite each sentence, adding dashes or parentheses where needed.

1. The American Kennel Club recognizes both purebred breeds of which there are more than 150 and now mixed breeds.

2. There are eight different groups of dog breeds Sporting, Hound, Working, Terrier, Toy, Non-Sporting, Herding, and Miscellaneous.
3. Dogs in the Sporting group for instance, pointers, retrievers, and setters are often used as hunting dogs.
4. Sporting dogs make great companions. But it's important to remember that they require a lot of exercise!

Part III- A
Planning for a Synthesis Essay

Directions: Complete the “Form an initial opinion” activity below.

Form an initial opinion:

Brainstorm for a few minutes by writing about your initial reactions to the following two questions:

1. What exactly is the value of having school-sponsored sports programs in high schools?
2. Are the costs- in money and time- worth those benefits?

Now, ask yourself how much of your reaction is how you FEEL about the issue rather than what you think or know about it. If you play high school sports, how does that experience influence your viewpoint?

* Do you know if countries other than the United States have sports as part of their High School culture?

*What are some of the issues you'd like to know more about before you take a stand on whether sports should be a part of high school?

Part III- B
Planning for a Synthesis Essay

Directions: Read the attached articles and complete the activities that follow.

The Case Against High-School Sports

The United States routinely spends more tax dollars per high-school athlete than per high-school math student—unlike most countries worldwide. And we wonder why we lag in international education rankings?

AMANDA RIPLEY OCTOBER 2013 ISSUE

Every year, thousands of teenagers move to the United States from all over the world, for all kinds of reasons. They observe everything in their new country with fresh eyes, including basic features of American life that most of us never stop to consider.

One element of our education system consistently surprises them: “Sports are a big deal here,” says Jenny, who moved to America from South Korea with her family in 2011. Shawnee High, her public school in southern New Jersey, fields teams in 18 sports over the course of the school year, including golf and bowling. Its campus has lush grass fields, six tennis courts, and an athletic Hall of Fame. “They have days when teams dress up in Hawaiian clothes or pajamas just because—‘We’re the soccer team!’ ” Jenny says. (To protect the privacy of Jenny and other students in this story, only their first names are used.)

By contrast, in South Korea, whose 15-year-olds rank fourth in the world (behind Shanghai, Singapore, and Hong Kong) on a test of critical thinking in math, Jenny’s classmates played pickup soccer on a dirt field at lunchtime. They brought badminton rackets from home and pretended there was a net. If they made it into the newspaper, it was usually for their academic accomplishments.

Sports are embedded in American schools in a way they are not almost anywhere else. Yet this difference hardly ever comes up in domestic debates about America’s international mediocrity in education. (The U.S. ranks 31st on the same international math test.) The challenges we do talk about are real ones, from undertrained teachers to entrenched poverty. But what to make of this other glaring reality, and the signal it sends to children, parents, and teachers about the very purpose of school?

When I surveyed about 200 former exchange students last year, in cooperation with an international exchange organization called AFS, nine out of 10 foreign students who had lived in the U.S. said that kids here cared more about sports than their peers back home did. A majority of Americans who’d studied abroad agreed.

Even in eighth grade, American kids spend more than twice the time Korean kids spend playing sports, according to a 2010 study published in the *Journal of Advanced Academics*. In countries with more-holistic, less hard-driving education systems than Korea’s, like Finland and Germany, many kids play club sports in their local towns—outside of school. Most schools do not staff, manage, transport, insure, or glorify sports teams, because, well, why would they?

When I was growing up in New Jersey, not far from where Jenny now lives, I played soccer from age 7 to 17. I was relieved to find a place where girls were not expected to sit quietly or look pretty, and I still love the game. Like most other Americans, I can rattle off the many benefits of high-school sports: exercise, lessons in sportsmanship and perseverance, school spirit, and just plain fun. All of those things matter, and Jenny finds it refreshing to attend a school that is about so much more than academics. But as I’ve traveled around the world visiting places that do things differently—and get better results—I’ve started to wonder about the trade-offs we make.

Nearly all of Jenny’s classmates at Shawnee are white, and 95 percent come from middle- or upper-income homes. But in 2012, only 17 percent of the school’s juniors and seniors took at least one Advanced Placement test—compared with the 50 percent of students who played school sports.

As states and districts continue to slash education budgets, as more kids play on traveling teams outside of school, and as the globalized economy demands that children learn higher-order skills so they can compete down the line, it’s worth reevaluating the American sporting tradition. If sports were not *central* to the mission of American high

schools, then what would be

In many schools, sports are so entrenched that no one—not even the people in charge—realizes their actual cost. When Marguerite Roza, the author of *Educational Economics*, analyzed the finances of one public high school in the Pacific Northwest, she and her colleagues found that the school was spending \$328 a student for math instruction and more than four times that much for cheerleading—\$1,348 a cheerleader. “And it is not even a school in a district that prioritizes cheerleading,” Roza wrote. “In fact, this district’s ‘strategic plan’ has for the past three years claimed that *math* was the primary focus.”

Many sports and other electives tend to have lower student-to-teacher ratios than math and reading classes, which drives up the cost. And contrary to what most people think, ticket and concession sales do not begin to cover the cost of sports in the vast majority of high schools (or colleges).

Football is, far and away, the most expensive high-school sport. Many football teams have half a dozen or more coaches, all of whom typically receive a stipend. Some schools hire professional coaches at full salaries, or designate a teacher as the full-time athletic director. New bleachers can cost half a million dollars, about the same as artificial turf. Even maintaining a grass field can cost more than \$20,000 a year. Reconditioning helmets, a ritual that many teams pay for every year, can cost more than \$1,500 for a large team. Some communities collect private donations or levy a special tax to fund new school-sports facilities.

Over the past few years, budget cuts have forced more school districts, from Florida to Illinois, to scale back on sports programs. But in most of these places, even modest cuts to athletics are viewed as temporary—and tragic—sacrifices, not as necessary adaptations to a new reality. Many schools have shifted more of the cost of athletics to parents rather than downsize programs. Others have cut basic academic costs to keep their sports programs intact. Officials in Pasco County, Florida, have considered squeezing athletic budgets for each of the past six years. They’ve so far agreed to cut about 700 education jobs, and they extended winter break in 2011, but sports have been left mostly untouched.

In these communities, the dominant argument is usually that sports lure students into school and keep them out of trouble—the same argument American educators have made for more than a century. And it remains relevant, without a doubt, for some small portion of students.

But at this moment in history, now that more than 20 countries are pulling off better high-school-graduation rates than we are, with mostly nominal athletic offerings, using sports to tempt kids into getting an education feels dangerously old-fashioned. America has not found a way to dramatically improve its children’s academic performance over the past 50 years, but other countries have—and they are starting to reap the economic benefits.

Andreas Schleicher, a German education scientist at the Organization for Economic Cooperation and Development, has visited schools all over the world and is an authority on different regional approaches to education. (I profiled Schleicher for this magazine in 2011.) He is wary of the theory that sports can encourage sustained classroom engagement. “Our analysis suggests that the most engaging environment you can offer students is one of cognitive challenge combined with individualised pedagogical support,” he told me in an e-mail. “If you offer boring and poor math instruction and try to compensate that with interesting sport activities, you may get students interested in sports but I doubt it will do much good to their engagement with school.”

Imagine, for a moment, if Americans transferred our obsessive intensity about high-school sports—the rankings, the trophies, the ceremonies, the pride—to high-school academics. We would look not so different from South Korea, or Japan, or any of a handful of Asian countries whose hypercompetitive, pressure-cooker approach to academics in many ways mirrors the American approach to sports. Both approaches can be dysfunctional; both set kids up for stress and disappointment. The difference is that 93 percent of South Korean students graduate from high school, compared with just 77 percent of American students—only about 2 percent of whom receive athletic scholarships to college.

Basis public charter schools, located in Arizona, Texas, and Washington, D.C., are modeled on rigorous international standards. They do not offer tackle football; the founders deemed it too expensive and all-consuming.

Still, Basis schools offer other, cheaper sports, including basketball and soccer. Anyone who wants to play can play; no one has to try out. Arizona's mainstream league is costly to join, so Basis Tucson North belongs to an alternative league that costs less and requires no long-distance travel, meaning students rarely miss class for games. Athletes who want to play at an elite level do so on their own, through club teams—not through school.

Basis teachers channel the enthusiasm usually found on football fields into academic conquests. On the day of Advanced Placement exams, students at Basis Tucson North file into the classroom to “Eye of the Tiger,” the *Rocky III* theme song. In 2012, 15-year-olds at two Arizona Basis schools took a new test designed to compare individual schools' performance with that of schools from around the world. The average Basis student not only outperformed the typical American student by nearly three years in reading and science and by four years in math, but outscored the average student in Finland, Korea, and Poland as well. The Basis kid did better even than the average student from Shanghai, China, the region that ranks No. 1 in the world.

“I actually believe that sports are extremely important,” Olga Block, a Basis co-founder, told me. “The problem is that once sports become important to the school, they start colliding with academics.”

ACTIVITY:

Analyze the overall argument Ripley is making by completing these sentence templates. These templates take you step-by-step through the thought process of understanding and analyzing the source.

UNDERSTAND: In “The Case Against High School Sports.” Amanda Ripley makes the central claim that _____.

ASSESS EVIDENCE: One way she supports her evidence is _____.

Another point she raises for her argument is _____.

IDENTIFY COUNTERARGUMENTS: She address several counterarguments, including these two: _____ and _____.

FORM AN OPINION: I agree with Ripley that _____. For example, in my experience, _____. On the other hand, I have doubts/reservations about another of her beliefs. Specifically, _____.

The Case For High School Sports

09/27/2013 01:08 pm ET **Updated** Nov 27, 2013

Kai Sato

While it's imperative that we constantly strive to improve the educational experience for America's youth, the article's representation of high school sports in our country is short-sided. It suggests that high schools should not subsidize sports teams, stating, "(in other countries) most schools do not staff, manage, transport, insure, or glorify sports teams, because, well, why would they?"

Here are few reasons, well, why they would.

The goal of high school is to educate our young people so that they may become productive citizens, not to simply score well on the "international math test" to which the article makes several references.

The benefits of sports as part of the education process are abundant and sometimes beyond quantification, but the article merely brushes them off with only a slight acknowledgment. Today's employers, however, recognize those benefits in evaluating potential employees.

"We try to recruit people that can work in a team environment, are competitive and driven, and it is not a pre-requisite, but many times athletes have those traits," says Ken Marschner, Executive Director of UBS.

"In my 30 years in the business world, I have found that what an athlete brings to the workplace is discipline, teamwork, a drive for success, the desire to be held accountable and a willingness to have their performance measured," says Steve Reinemund, former Chairman & CEO, of PepsiCo.

According to *Forbes*, incorporating sports into a woman's education is perhaps even more critical in preparing her for the future, stating

In 2002, a study by mutual fund company Oppenheimer revealed that a shocking 82% of women in executive-level jobs had played organized sports in middle, high or post-secondary school. Moreover, nearly half of women earning over \$75,000 identified themselves as 'athletic.'

There is a long list of proven leaders that can attribute part of their development to sports like Jeffrey Immelt (General Electric), Meg Whitman (Hewlett Packard), and even President George H. W. Bush.

The article states that sports are overly emphasized in American high schools, commanding significant budgetary dollars. Yes, sports are a big deal in America, and it affords Americans the freedom of choice. In other countries, sports and academics are often mutually exclusive. In China, for example, a girl who wants to pursue competitive gymnastics must be identified at a young age, may then be removed

from her family, and thrust into rigorous habitual training. Academics become secondary. The same happens around the world in soccer, as Lionel Messi, now one of the world's best players, was plucked at a young age and placed into a soccer academy.

Thanks to high school sports, American children can be both students and athletes.

But if we fail to support high school sports, this American freedom is threatened. If you're not exceptional at an extremely young age and in possession of the financial resources to play, you would have a bleak future in that sport. Michael Jordan, who didn't excel in basketball until later in high school, wouldn't have had the opportunity to become "Michael Jordan." And Ronald Reagan, who developed a love of football at Dixon High School before captaining the team at Eureka College, may not have acquired the skills to become president.

The article suggests that in place of high school sports, kids could play on club teams outside of school. But that misses the critical role that high school sports play in America's unparalleled sports infrastructure.

High school sports supply talent to college sports, and college sports supply talent to professional sports.

This infrastructure is significant because sports can lift a country in need. In the aftermath of the 9/11 terrorist attacks, perhaps the country's darkest hour, sports became therapeutic. "The games people love became an integral part of the healing process... the athletes, some with absolutely no ties to the city but a uniform, became a source of inspiration," according to *CNN*.

ACTIVITY:

Analyze the challenge Sato makes to Ripley's position by completing the following sentence templates. Note that your analysis includes not only what Sato argues but also your opinion of the strength of his opinion.

COMPARE AND CONTRAST: One reason Kai Sato disagrees with Ripley is that he believes athletes develop traits that are attractive to employers. He points out that _____. Another reason he disagrees with her argument is _____.

INTERPRET: In my view, the main strength of Sato's case for high school sports is _____.

ASSESS EVIDENCE: He cites as evidence _____. However, I question _____.

DETECT BIAS: It seems he might be biased in that _____.

Do Sports Build Character or Damage It?

By Mark Edmundson

JANUARY 15, 2012

CHRIS AND ADRIENNE SCOTT

The first year I played high-school football, the coaches were united in their belief that drinking water on the practice field was dangerous. It made you cramp up, they told us. It made you sick to your stomach, they said. So at practice, which went on for two and a half hours, twice a day, during a roaring New England summer, we got no water. Players cramped up anyway; players got sick to their stomachs regardless. Players fell on their knees and began making soft, plaintive noises; they were helped to their feet, escorted to the locker room, and seen no more. On the first day of double practice sessions, there were about 120 players—tough Irish and Italian kids and a few blacks—and by the end of the 12-day ordeal, there were 60 left. Some of us began without proper equipment. I started without cleats. But that was not a problem: Soon someone who wore your shoe size would quit, and then you could have theirs.

The coaches didn't cut anyone from the squad that year. Kids cut themselves. Guys with what appeared to be spectacular athletic talent would, after four days of double-session drills, walk hangdog into the coaches' locker room and hand over their pads. When I asked one of them why he quit, he said simply, "I couldn't take it." Could I? There was no reason going in to think that I would be able to. I was buttery soft around the waist, nearsighted, not especially fast, and not agile at all. It turned out that underneath the soft exterior, I had some muscle, and that my lung capacity was well developed, probably from vicious bouts of asthma I'd had as a boy. But compared with those of my fellow ballplayers, my physical gifts were meager. What I had was a will that was anything but weak. It was a surprise to me, and to everyone who knew me, how ferociously I wanted to stay with the game.

I liked the transforming aspect of the game: I came to the field one thing—a diffident guy with a slack body—and worked like a dog and so became something else—a guy with some physical prowess and more faith in himself. Mostly, I liked the whole process because it was so damned hard. I didn't think I could make it, and no one I knew did either. My parents were ready to console me if I came home bruised and dead weary and said that I was quitting. In time, one of the coaches confessed to me that he was sure I'd be gone in a few days. I had not succeeded in anything for a long time: I was a crappy student; socially I was close to a wash; my part-time job was scrubbing pans in a hospital kitchen; the first girl I liked in high school didn't like me; the second and the third followed her lead. But football was something I could do, though I was never going to be anything like a star. It was hard, it took some strength of will, and—clumsily, passionately—I could do it.

No one really noticed my improvements, least of all the coaches. But I did, and I took great pleasure in them.

Football became a prototype for every endeavor in later life that required lonely, painstaking work and that was

genuinely demanding. Through the game, I learned to care more about how I myself judged this or that performance of mine and less about how the world did.

ACTIVITY:

Use the sentence templates below to analyze how Edmundson's position supports or challenges Ripley's ideas.

UNDERSTAND: Mark Edmundson, a professor at the University of Virginia, cites his own experience to argue that _____.

COMPARE AND CONTRAST: His experience relates to Ripley's argument because _____.

INTERPRET: I think that Edmundson is/is not effective in raising questions about the strength of Ripley's argument in that _____.

High-School Sports Aren't Killing Academics

Research shows that schools with strong athletic programs have higher test scores and lower drop-out rates.

DANIEL H. BOWEN COLIN HITT OCTOBER 2, 2013

The need to build trust and social capital is even more essential when schools are serving disadvantaged and at-risk students. Perhaps the most promising empirical evidence on this point comes from a Chicago program called Becoming A Man--Sports Edition. In this program, at-risk male students are assigned for a year to counselors and athletic coaches who double as male role models. In this partnership between Chicago Public Schools, Youth Guidance, and World Sport Chicago, sports are used to form bonds between the boys and their mentors and to teach self-control. The usual ball and basket sports are sometimes played, but participants are also trained in violent sports like boxing at school.

According to a 2013 evaluation conducted by the Crime Lab at the University of Chicago, Becoming a Man--Sports Edition creates lasting improvements in the boys' study habits and grade point averages. During the first year of the program, students were found to be less likely to transfer schools or be engaged in violent crime. A year after the program, participants were less likely to have had an encounter with the juvenile justice system. If school-sponsored sports were completely eliminated tomorrow, many American students would still have opportunities to participate in organized athletics elsewhere, much like they do in countries such as Finland, Germany, and South Korea. The same is not certain when it comes to students from more disadvantaged backgrounds. In an overview of the research on non-school based after-school programs, Gardner, Roth, and Brooks-Gunn find that disadvantaged children participate in these programs at significantly lower rates. They find that low-income students have less access due to challenges with regard to transportation, non-nominal fees, and off-campus safety. Therefore, reducing or eliminating these opportunities would most likely deprive disadvantaged students of the benefits from athletic participation, not least of which is the opportunity to interact with positive role models outside of regular school hours.

ACTIVITY:

Analyze the contribution Bowen and Hitt make to the Conversation by completing the following sentence templates. Note that you are also being asked to consider how Ripley might respond to their objection.

UNDERSTAND: Daniel Bowen and Collin Hitt raise another issue regarding the role of sports in high schools. That is, they discuss _____

COMPARE AND CONTRAST: Ripley would likely concede that _____, yet she might point out _____.

INTERPRET: The research they cite to support their case indicates _____.

Part III- C
Planning for a Synthesis Essay

Directions: Answer the questions below and then write a claim, a working thesis, that clearly states your viewpoint.

1. Have the ideas in these sources, individually or as a group, changed or modified your mind from your initial opinion?
2. Do you have a deeper understanding of what the issues are?
3. Did any of the sources challenge you to reconsider your position?
4. Which sources validated your ideas?

YOUR CLAIM:

Part III- D
Planning for a Synthesis Essay

Directions: Complete the chart below to connect your claim to evidence.

Source	Main Point	How I Might Use It In My Argument
Ripley		
Sato		
Bowen and Hitt		
Edmundson		