

# Extended Discussion/Writing Lesson Plan Template

## 2012-2013 Teaching American History

**Lesson Title:** Are athletes role models?

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**Appropriate for Grade Level(s):** 6-8

**US History Standard(s):**

*H3.[6-8].11* Discuss the rise of the Populist and Progressive Movements and explain how they reflected social change.

*H3.[6-8].16* Identify **institutions** of **social responsibility** and explain their impact on society, i.e., church, government, family.

*G7.[6-8].7* Compare cultural, political, and economic organizations in the United States.

*E9.[6-8].1* Discuss **choices** made by individuals including the concepts of **opportunity cost** and total **benefit**.

*E9.[6-8].2* Identify factors that affect purchasing decisions such as:

- Price
- Income**
- Availability of substitutes
- Self interest**

*E9.[6-8].5* Demonstrate and explain an understanding of **supply** and **demand** in a market, i.e., **law of supply** and **law of demand**.

**CCSS(s):**

**CCSS:** Cite specific textual evidence to support analysis of primary and secondary sources.

**CCSS:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**CCSS:** Analyze the relationship between a primary and secondary source on the same topic.

**Discussion Question(s):** Should athletes be presented as role models? Do athletes have a special obligation to act as role models?

**Discussion Engagement Strategy:** Jigsaw seminar – Structured Academic Controversy

**Student Readings/sources (list):**

1. Article 1 <http://www.thedailybeast.com/newsweek/2010/03/10/they-re-not-role-models.html>
2. Article 2 <http://www.livestrong.com/article/374758-why-do-athletes-make-good-role-models/>
3. Article 3 <http://newcanaan.patch.com/articles/who-s-a-role-model>  
<http://sports.yahoo.com/top/news?slug=ycn-11211134>
4. Article 4 <http://www.amersports.org/library/articles/12.html>  
<http://sports.espn.go.com/espnmag/story?id=3930609>
5. Opener Article <http://www.prssasdsu.org/2010/04/athletes-in-advertising/>

**Description of student writing assignment and criteria/rubric used for assessment of student writing:** Students will write a short response stating their claim to the discussion question. Students will then backup their claim using evidence from the assigned readings.

**Total Time Needed:** 4-6 class periods

**Lesson Outline:**

Time Frame (e.g. 15 minutes)	What is the teacher doing?	What are students doing?
Day 1	Begin Activity	
3-5 minutes	Anticipatory set: Listing Athletes	Anticipatory set: Students are calling out in an orderly fashion where they see athletes in an everyday setting
15-20 minutes	<ol style="list-style-type: none"> <li>1. Introduce Activity with Pre lesson</li> <li>2. Once students have completed questions, review answers whole class</li> <li>3. Do not review Barkley video (save for closing)</li> </ol>	<ol style="list-style-type: none"> <li>1. Students complete the pre lesson brainstorm. Individually answering the four questions related to role models</li> <li>2. Students share thoughts about role models</li> </ol>
10 minutes	Place students in to heterogeneous groups of four and remind them that they are to keep these seats throughout the lesson (4-6) days	
	Cont. work	

Day 2		
5 minutes	<ol style="list-style-type: none"> <li>1. Students get back into heterogeneous groups created on previous day</li> <li>2. Review previous day's activities – 4 questions about role models</li> </ol>	Students review and re share thought about what a role model is etc....
10 minutes	<ol style="list-style-type: none"> <li>1. Pass out the article Athletes in Advertising to each student.</li> <li>2. Read the article aloud to the class</li> <li>3. Discuss article, thoughts etc.</li> </ol>	Students follow along as teacher reads aloud annotating when necessary. Students share thoughts about article.
2-3 minutes	Pass out Articles to each group. Make sure that each group has a different article (1,2,3 or 4) Depending on class size each article should be at 2 groups. Four in a group four articles = 32 students	
5 minutes	Review what the discussion question for the unit. Break down Tier 2 words viewed and presented within the question. Asking students what the words mean. (close read the question)	Students look back through the pre lesson activity for the discussion question. Should athletes be viewed and presented as role models?
10 minutes	Direct students to read given article	Students silently read one of the four articles
25 minutes	Explain the annotation process. Pass out Super Annotator to students. Remind them to use the handout as a guide line when annotating.	<p>Students will</p> <ol style="list-style-type: none"> <li>1. Re-read</li> <li>2. Underlining difficult words</li> <li>3. Look for Context Clues</li> <li>4. Summarize paragraphs</li> </ol>
Day 3	Cont. work	
20 minutes	Pass out and have the students complete the "Understanding the Ideas You Read" handout.	Students are to complete the handout based on what they learned from annotating their article the previous day
30 minutes	Pass out the Vocabulary Power Sentence Activity	Students are to complete this activity based off of 3 Tier 2 words that they have found in their article (possible words could be from the day prior "Ideas, handouts key words section)
Day 4	Last day of prep for SAC	
30 Minutes	Have students get into different groups. These groups of four will all have the same article. Example, all four students have article #3	Students are to share thoughts on their articles, becoming experts on them. Reviewing their Understanding The Ideas You Read, Power Sentence, and Annotations pages
Day 5	Jigsaw SAC	
5-10 minutes	<ol style="list-style-type: none"> <li>1. Have students form groups of four. Each person has one of the four different articles. Each student being an expert on their article</li> <li>2. Write the question on the board, Should athletes be viewed and presented as role models?</li> </ol>	<ol style="list-style-type: none"> <li>1. Students acknowledge what stance their article takes</li> <li>2. Ice Breaker: Students share their favorite part of their article, "what's cool" about it, or their favorite part</li> </ol>
45 minutes	Pass out Athletes as Role Model Reasoning Handout	<ol style="list-style-type: none"> <li>1. Students are to discuss the valid points about their article using line</li> </ol>

		<p>number evidence.</p> <ol style="list-style-type: none"> <li>2. Students are to fill in handout as SAC progresses. Collecting evidence about each article next to the number the article represents.</li> <li>3. Students are to write down and ask questions as SAC continues. Siting evidence for or against their group members.</li> <li>4. Students come up with a consensus about the central question</li> </ol>
Day 6	Writing Assignment	
5 minutes	Have a whole class Debriefing about Athletes being role models	Share thoughts, citing line numbers
20 minutes	<ol style="list-style-type: none"> <li>1. Pass out writing assignment, Structured Academic Controversy Writing Assignment</li> <li>2. Make sure students have all four articles to reference.</li> </ol>	Students are to follow directions and complete the pre writing activity “crows feet” representing their claim, reason, and evidence
40 minutes		Students are to complete writing assignment.
5 minutes	<p>In closing:  Have students pull out their pre lesson activity page (brainstorm role model -Day 1)  Show Charles Barkley Video clip on be a role model.  <a href="http://www.youtube.com/watch?v=R8vh2MwXZ6o">http://www.youtube.com/watch?v=R8vh2MwXZ6o</a></p>	Students answer the four questions provided at the bottom of the Jigsaw Seminar handout

Include the model essay for the writing assignment, which uses the sources and criteria students will be using for their writing assignment.

Should athletes be viewed and presented as role models?

### Sample Paragraph

“We (athletes) do not choose to be role models. We are chosen.” (line #18, article 3) Karl Malone and I agree, **athletes are indeed role models.** **They must live up to higher standards than those that are without natural talent.** The shaken by criticism is the higher standard that athletes to adhere to. Athletes are dissected with a fine tooth comb and everything they say in the heat of the moment written in stone. **As in the case of Tebow who is humble, hardworking, and not shaken by criticism.** (line #32, article 2) When you look at what a role model is **“it’s a model of a specific role.”** (line 8, article 4) Meaning that it is ok to **model their “virtues, diligence, perseverance, training, fair play and sportsmanship,”** even if they are not a **“paragon of excellence”** off the court. (lines 17 and 42, article 4) **“When those who are chosen, do live up to their bestowed choosing, we all benefit, we all grow, the species evolves.”** (line 34, article 3) **Though Charles Barkley is correct in stating that he did not choose to be a role model, In this sports crazed society Barkley is wrong when he states “I am not a role model.”** (line 5, article 2) In conclusion, athletes are indeed role models good or bad, and once they reach the otherworldly status of superstars their fate has been chosen.

**Red = claim**

**Blue = reasons**

**Purple = evidence**

**Green= counter claim**



# 1 Athletes in Advertising **Opener**

2 April 12, 2010 by [Erin Abrams](#)

3 *“Marketing and psychology are closely related. If psychology is the systematic*  
4 *study of human behavior, then marketing is the systematic study of human*  
5 *behavior in the marketplace.”*

6 It’s known as the “halo effect”, and we see it everywhere, everyday. It’s seen on  
7 actors and actresses, pop artists and rappers, and now on athletes. The “halo  
8 effect” is the belief that when the general population sees a product on or used by  
9 a celebrity, they will be more inclined to buy the product because they want to  
10 mimic a role model. These average people figure that if the product is good  
11 enough for the celebrity to use, its good enough for them to use. Companies place  
12 their products (gear, sports drinks, hygiene products, etc.), on athletes to promote  
13 the purchase of that product. But, just how effective is athletic product  
14 placement?

15 Gatorade, a widely popular sports drink, is a company that has mastered the use of  
16 athletes in advertising. They currently advertise with the faces of over twenty-  
17 four athletes including tennis player Serena Williams, baseball player Derek Jeter,  
18 basketball player Michael Jordan, soccer player Landan Donovan, football players  
19 and brothers Eli and Peyton Manning, snowboarder Ellery Hollignsworth, and  
20 volleyball player Kerri Walsh. Their newest ad slogan, “Float like a butterfly,  
21 Sting like a bee”, introduces their new line of low calorie “G2” sports drinks. On  
22 the Gatorade Web site is a three-step system for which Gatorade is beneficial for  
23 athletes and people who like to play hard. Firstly prime, followed by perform,  
24 finishing with recover. These three steps, as any athlete knows, are vital to  
25 performance; through this advertising campaign we see how Gatorade is targeting  
26 the general public who strives to be like any professional athlete.

27 Nike, an athletic clothing and shoe brand, features over 75 athletes (mainly from  
28 the NBA). Nike advertises with their athletes a little differently than other  
29 brands. Instead of featuring athletes in commercials or on billboards, they place  
30 their products on athletes during practice, games, matches, and press conferences,  
31 so that when the public tunes into view a sporting event, they see the product that  
32 Nike had so skillfully placed.

33 Gillette, a men’s grooming company, is probably one of the best companies today  
34 when it comes to the use of product placement on athletes. Familiar faces like  
35 professional golfer, Tiger Woods appear in Gillette ads. But, Gillette is so  
36 effective at incorporating athletes with their product that they take it to the next  
37 level. Not only do athlete’s faces and names appear to endorse their product, but  
38 also the products themselves are named after sporting concepts, for example, the  
39 “Gillette Fusion MVP” or the “Gillette Fusion Gamer”. When searching for the  
40 perfect razor online through the Gillette Web site, nifty services such as a  
41 “product coach” or a view of the “complete lineup” are offered to ensure that you  
42 choose the best Gillette product to fit your needs.

43 Sports have become a vital part of the advertising world. As more and more fans  
44 are collected for sporting events or the sport itself, companies recognize the new,  
45 open opportunities to advertise. Through the use of proper product placement and  
46 advertisements with athletes, vast markets are catered to, brand awareness  
47 increases, consumer behavior takes shape and loyalty is built, if not only  
48 strengthened from a pre-existing association.

Summary Notes:



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## They're Not Role Models

Mar 10, 2010 7:00 PM EST

### Why we should stop worshiping athletes—unless they're on the field.

Ben Roethlisberger is making controversial headlines again. So is Allen Iverson. The sports page has more scandal than *People* magazine. But so what? I have never in my life heard a grownup say his role model was an athlete. I've heard people pick Warren Buffett a bunch of times and Mandela, of course. When I ran with a more pretentious crowd, Bob Dylan and Holden Caulfield were once offered up, but never Joe Namath or Magic Johnson. And you know why? Because any adult with a social IQ greater than a 10-year-old knows that athletes are hothouse flowers—worshiped, but isolated, from cradle to grave for their talent with a ball. In an interview with *Nerve.com*, Steven Ortiz, a sociology professor at Oregon State and the author of several published studies on athletes' bad behavior, explained:

"Spoiled-athlete syndrome begins early in sports socialization. From the time they could be picked out of a lineup because of their exceptional athletic ability, they've been pampered and catered to by coaches, classmates, teammates, family members and partners. As they get older, this becomes a pattern. Because they're spoiled, they feel they aren't accountable for their behaviors off the field. They're so used to people looking the other way."

But our sports-crazed society knew this long before Tiger became a wolf. Despite all the adulation and money they get, few professional athletes get elected to political office and fewer still inspire national holidays or granite monuments. I love the Dallas Cowboys but I wouldn't let them date my friends. A fan's love is intense but ultimately self-serving—we love athletes who win. But we're not loony enough to give them any real power after they retire. Why then do so many columnists waste time complaining that athletes aren't good role models? Who's asking for that?

Sure, kids look up to sports heroes but that's because children can't help but conflate an athlete's behavior on the field with all the hagiography their sponsors offer. When allegations of Woods's cheating first became public, CNN reported that "A golfing phenomenon almost from the cradle, he inspired countless young people with his multicultural background and effortless athleticism. Nike, one of his major sponsors, seized on the theme for a commercial in which children of various ages and races uttered the phrase 'I'm Tiger Woods.' " But only a child would believe that Nike loves Tiger for his multicultural background. Nike loves him because he wins.

If sportswriters really wanted to do their readers a service, they would stop nagging the athletes to live up to childrens' expectations and start encouraging us fans to grow some scruples. Because that's what the big sports sponsors like Nike understand about our love of athletes that the media doesn't—a good image is better than a bad one, but it's talent that sells sneakers. Of course there are exceptions, O.J. Simpson being the most famous. But for the most part, fans will condone the criminal exploits of an athlete as long as he continues to perform on the field. As Stanley Teitelbaum, author of *Sports Heroes, Fallen Idols* told *USA Today* in explaining why Tiger's reputation will heal, "We the fans have created that kind of climate...It's what I call 'hero hunger.' It makes people feel better about themselves if they latch onto a hero who does well." Which means we don't really care when athletes screw up—unless that is, they screw up with the ball in their hands. Remember when all the pundits said fans would never accept Michael Vick back into the NFL after he served time in prison for running a dog-fighting ring? They did. I suspect Tiger will be greeted with open arms (platonic, of course) upon his return to golf despite the world wide web's consensus that's he's a cheating, lying creep with

Summary Notes:

51 questionable taste in women. Indeed, stories bemoaning his absence (for the good of the  
52 game) are already popping up.

53 This is the kind of thing sportwriters should be chastising us for—I want to be told there  
54 wouldn't be so many convicted felons in the NFL if the fans didn't write off all their bad  
55 behavior as a cost of winning. We know we're captive to a group of prima donnas who  
56 know they can get away with almost murder just because they can hit a 90mph fastball  
57 out of the park. Not even diehard groupies confuse an athlete's statistics with the content  
58 of his character, but you need to remind us from time to time that such moral relativism  
59 isn't a good thing. Please, I'd forgive Tony Romo for mugging my mother if the Cowboys  
60 won the Super Bowl, but that doesn't make it right. What if one day we become unable to  
61 tell the difference between cosseting divas and suborning felons? And if Ben  
62 Roethlisberger has done even 20 percent of what he's been accused of doing, that day  
63 has already come.

64 Sports journalists should make it their mission to show sports fans our part in all this. The  
65 average nonfan is appalled by the alleged exploits of athletes like Ben Roethlisberger or  
66 Tiger Woods. But aside from Bryant Gumbel and his team over at HBO Sports, you don't  
67 hear much from ESPN or *Sports Illustrated* about the dark side of this national obsession.  
68 More of them need to do just as Christopher Hitchens did here at NEWSWEEK when he  
69 wrote, in a piece about the Olympics, "Whether it's the exacerbation of national rivalries  
70 that you want—as in Africa this year—or the exhibition of the most depressing traits of  
71 the human personality (guns in locker rooms, golf clubs wielded in the home, dogs  
72 maimed and tortured at stars' homes to make them fight, dope and steroids everywhere),  
73 you need only look to the wide world of sports for the most rank and vivid examples." So  
74 if we really want to create role models for our kids, why not start with ourselves? Because  
75 only children confuse sports stars with humanitarians; the rest of us know better.

Summary Notes:

## Article 2

### Summary Notes:

1 New Canaan SportsBeat: Who's a Role Model?

2 In a sports world rife with scandal and bad behavior, just who is a good role model for  
3 young children?

4• By [Paul Devlin](#) April 11, 2012

5 *"I am not a role model."* — Charles Barkley in 1993.

6 Who can young athletes look up to in a sports world that seems to blend in with the police  
7 blotter and one that is filled with athletes and coaches whose moral compasses point due  
8 south? Long before he walked into the Basketball Hall of Fame or put on a microphone  
9 for TNT, Charles Barkley said he didn't want any part of being a role model for our  
10 nation's youth.

11 It sure doesn't seem like anyone in professional or college sports wants to be someone  
12 that people look up to or set a standard that children want to achieve or follow. Tiger  
13 Woods, who many young athletes admired and respected for his talent and tenacity,  
14 didn't turn out to be the person we thought he was. Michael Vick? He wasn't any better  
15 and neither was Brett Farve. Joe Paterno and Rick Pitino didn't turn out to be the  
16 people they were made out to be, either.

17 Whether Barkley or any other athlete or coach likes it or not, they are indeed role models.  
18 They are chosen by children and teenagers who want to emulate their games and styles.  
19 Don't believe me? Just look at the amateur athletes who wear their favorite players  
20 numbers, dress in a uniform as their heroes do, and emulate their style off it.

21 Kids see their favorite players on ESPN and want to do everything they can do to be just  
22 like them. Tattoos? It sure seems like a lot of amateur athletes got them because their  
23 favorite pro did. Twitter? Every professional athlete seems to have an account and the  
24 younger unpaid ones sign up just to follow them and read what they are thinking.

25 During an Easter Mass, Tim Tebow of the New York Jet took a shot at professional  
26 athletes who insist they are not role models, "Yes you are. You're just not a good one,"  
27 Tebow said. Tebow knows that whether he likes it or not, young athletes look up to him  
28 and are watching his every move. He has chosen to embrace his role, yet is criticized by  
29 other professional athletes because he walks the straight and narrow by not drinking,  
30 smoking, juicing, or chasing woman around.

31 Our sports world needs more athletes like Tebow, not less. He is everything good about  
32 athletics. He is humble, hard-working, and is not shaken by criticism, nor is he influenced  
33 by what others think. I'd rather have Tebow preaching to young athletes than a coach like  
34 Bobby Petrino of Arkansas who tells his players to be honest, respectful, and to abide by  
35 the rules, then turns around and cheats on his wife, lies to his employers, and is not  
36 forthcoming with the police officials who were investigating a crash that nearly claimed  
37 his life.

38 The problem just doesn't lie with the leaders of college programs who are supposed to  
39 help in the growth and development of young men. It has filtered down through many of  
40 our high schools and youth leagues.

41 Last fall, three football coaches in a New Canaan youth league turned in their  
42 resignations after it was learned they encouraged their players to burn the third-place  
43 trophies they had received. Winning became all too important and took a back seat to  
44 class, dignity, and respect.

45 When I was growing up, I idolized Steve Garvey, who was the 1974 MVP of the Los  
46 Angeles Dodgers. I did everything just like him. I wore his number, patterned my batting  
47 stance after him, and even played first base just like my "role model." I was shattered  
48 when I found out that he wasn't the person I thought he was. Garvey fathered children  
49 with several different woman.

50 That's when I turned to the only role models that I, and most children should ever have:  
51 parents. Parents are the ones every child or young peson playing sports should look up  
52 to, because the professional athletes that kids worship, usually don't turn out to be the  
53 people they thought they were. Sad, but in this day and age, it's often true.

54

Summary Notes:

1 **Athletes Are Not Role Models—They're More Than That**

**Article 3**

2 *The Athlete's View* - Winter 1998

3 Joel Kirsch, Ph.D.  
4 American Sports Institute

5 Why does this happen time and again? Why are professional and high-ranking amateur  
6 athletes held to a higher standard than longtime friends, brain surgeons, financial  
7 investment kingpins, or members of Congress? Shouldn't we judge these athletes by the  
8 same standards we judge others?

9 Maybe we should, but this is certainly not the case. When these athletes do something  
10 wrong, we say they're not fulfilling their roles as models for others, especially kids, but we  
11 don't ask that of people from other disciplines.

12 Karl Malone of the Utah Jazz, last year's NBA Player of the Year, may have unwittingly  
13 shed some light on the matter. In a national magazine, Malone responded to his friend  
14 Charles Barkley, then of the Phoenix Suns, when Barkley stated in an athletic shoe  
15 commercial, "I am not a role model." Barkley was saying he was just a basketball player,  
16 not the godfather of all idolizing kids, and implied that parents are the real role models  
17 and should see to the well-being of their kids.

18 Malone's simple yet poignant response: "We (athletes) do not choose to be role models.  
19 We are chosen."

20 So why in America are professional and high-ranking amateur athletes viewed in a way  
21 unlike other professionals? Why are they, as Malone says, chosen and for what have  
22 they been chosen?

23 The answer may rest in the core of our humanity, in the very nature of our spiritual and  
24 physical being, in our many levels of consciousness, in every cell of everybody. Athletes  
25 may be the messengers who, by their actions, call us to future and otherworldly places  
26 that transcend ordinary space and time which we mere mortals know of intuitively but  
27 cannot get to or have yet to get to.

28 It may be that athletes, at least some of them, are manifestations of humankind's future  
29 presented in the here and now. The athletes may be currently performing at levels that a  
30 much higher percentage of people will be able to in a few hundred or few thousand years.

31 Every time a chosen athlete does something that detracts from this evolutionary journey,  
32 we are all let down, for the journey of the species has been temporarily derailed. Our  
33 natural, evolutionary process and never-ending quest for spiritual fulfillment are deterred.  
34 Conversely, when those who are chosen do live up to their bestowed choosing, we all  
35 benefit, we all grow, the species evolves.

36 Does not Michael Jordan show us that we can fly and transcend our earthly bounds? Isn't  
37 Jerry Rice the god of uncompromising effort and artistry? Doesn't Chris Evert symbolize  
38 the very essence of grace, honor, and dignity? And isn't Cal Ripkin a conduit by which we  
39 are connected to that which is everlasting?

40 Possibly related to why athletes are chosen to be messengers of humankind's  
41 evolutionary journey is our fascination with the making and keeping of athletic records  
42 and our desire to witness such feats, to be there when it happens.

43 Are records set by athletes like the Jordans, Rices, Everts, and Ripkins really made to be  
44 broken? This may be so, but not merely for the sake of breaking a record. It may be that  
45 every record itself is a milestone, a single evolutionary leap, and that every time anyone  
46 does better than ever before, another leap is made.

Summary Notes:

47 Cumulatively, it may be that all records—from great athletes setting world records to a  
48 six-year-old making her first shot ever on a 10-foot basket—are made and witnessed,  
49 kept and honored, to set standards by which all of humankind can gauge its physical and  
50 spiritual development, as evolutionary benchmarks by which we mark our long, long  
51 journey toward fulfilling our potential.

52 When Henry Aaron hit home run numbers 400, 500, even 600, each milestone got press.  
53 But when Aaron hit number 700, leaving him only 15 shy of breaking the immortal Babe  
54 Ruth's 714 lifetime home runs, the media followed Aaron day and night. Yes, a new  
55 record was about to be set. More importantly, another major step was being taken in our  
56 evolutionary development. The media was telling us one thing and, at the same time,  
57 chronicling another.

58 Athletes are not perfect role models, as we all know. They, too, are subject to the same  
59 human shortcomings of violence, greed, and drug abuse as anyone else. However,  
60 despite the fact that a number of athletes fail as role models, there are those among the  
61 selected few who, in a unique way, show us what our future capabilities may be and  
62 where we may be headed. These athletes may be incarnated visions of our human  
63 potential manifested in the here and now.

64 Athletes enjoy power and good fortune in our culture. But there is also a reciprocal  
65 amount of responsibility that comes with this status. Because of who they are and what  
66 they do, these athletes are held accountable for showing us what the not-too-distant  
67 future of our species portends. It is hoped that these athletes will realize this, for they are  
68 meant to be more than role models. They have been chosen.

2 Should parents point to these law-breaking, drug-ingesting, bet-placing, fan-despising,  
3 spoiled, pampered rich athletes and tell our children to be like them? Are athletes role  
4 models? Are they good ones?

5  
6 Yes, on all counts.

7  
8 1. First let's define "role model." It's not just "model," it's a model of a specific "role." This  
9 is an important limitation. None of us are models for children in an unlimited sense; even  
10 we parents should be humble enough to hope that our children do not mirror our  
11 behaviors completely. I'd like my children to have my work ethic, which is impeccable  
12 (yes, my dean reads the blog); I'd not like them to have my over-intense commitment to  
13 my job, which is so important to me that it overrides any cost to my personal health or  
14 well-being (I'm going for a raise this year). We all want our kids to share in our good  
15 qualities, not the bad.

16  
17 2. Athletes are role models for children, but only for the role of "athlete." Athletes display  
18 the athletic virtues: diligence, perseverance, the value of training, fair play and  
19 sportsmanship, grace under pressure, the pursuit of excellence. The best of our athletes  
20 exhibit these virtues abundantly, in full public display. How familiar is the story of the  
21 gifted athlete whose rise to stardom is fueled by endless practice, peak performance on  
22 notable college teams, and diligent perfecting of his professional game? How common is  
23 the athlete who has overcome a deeply difficult upbringing in single- or no-parent homes  
24 amidst neighborhood poverty and crime? This time of year I daily help my young children  
25 organize themselves to arrive on time, fed and properly dressed for baseball practice.  
26 What chance would my kids have were a parent not available to make sports  
27 participation easy? It amazes me that many of our accomplished professional athletes  
28 were able to put it all together and excel. One can watch any professional game in any  
29 sport and see role models at every position.

30  
31 3. Yet some fans and commentators apparently want more. They want athletes to be  
32 more than a model of a role; they want athletes to be a model of all personal and public  
33 virtues. Why should we expect athletes to exhibit non-athletic virtues to any greater  
34 degree than we or others model such qualities? Virtues such as honesty, integrity, self-  
35 control, humility, kindness, generosity and the like are immensely important, but they are  
36 no more important to the athlete than they are to the rest of us. Why should I expect to  
37 point to an athlete or other celebrity to show my children an example of humility or  
38 generosity, more than I should live a life where I can point to myself? But when the  
39 lesson is about the pursuit of excellence and the need to practice or the possibility of  
40 overcoming obstacles or the determination needed to succeed, well, professional sports  
41 players are exemplars. What more can we ask of them? That a person pursuing his own  
42 life's goals can unintentionally be a paragon of excellence for others is the best role  
43 model possible.

44  
45 4. Of course some athletes fail to model the role that they have assumed and that we can  
46 rightfully expect from them. We can't fairly ask our sports stars to be especially kind or  
47 honest, but we can ask them to exhibit good sportsmanship and a commitment to fair  
48 play. I am personally dubious about the logic behind the ban on performance  
49 enhancements, for example, but rules is rules, and players who flout the rules cheat the  
50 game, much as talented players who squander their innate gifts cheat the duty they owe  
51 to their employers and, by extension, their fans. Athletes are models for their roles, and  
52 like any role model they can succeed or fail at that role. But it is on that singular and  
53 limited dimension, as an example or model of the specific role of the athlete, that we  
54 should judge our professional athletes, and no more.

55  
56 5. Children understand my point implicitly. I can point to Kobe Bryant's wonderful form on  
57 a jump shot as worthy of emulation without my children taking my comment as an implicit  
58 endorsement of Bryant's broken adherence to his marital vow. I can (one day perhaps)  
59 mention Michael Vick's success as an NFL quarterback to evidence the possibility for a  
60 person to overcome certain physical limitations (in his case, inferior height for the

61 position) and perform athletic tasks competently, and do so without endorsing  
62 mistreatment of helpless animals. And so on. I suspect strongly that the claimed worry  
63 about kids ("What can we tell our children?") that one hears when the foibles and errors  
64 of star athletes are once again brought to public light is nothing more than an invention,  
65 something we say because we can't bring ourselves to speak the truth.

Summary Notes:



Name \_\_\_\_\_

## Athletes as role models Jigsaw Seminar

Discussion Question: Should athletes be viewed and presented as role models?

Directions: Pre-lesson brainstorm

What is YOUR definition of a role model?	What are common characteristics of role models?
What words are ANTONYMS (opposite) of role models?	Who is your role model? Why?

In closing:

Charles Barkley commercial <http://www.youtube.com/watch?v=R8vh2MwXZ6o>

What profession is Charles Barkley a part of?

What does Charles Barkley say about role models?

What can you INFER about Charles Barkley from this commercial?

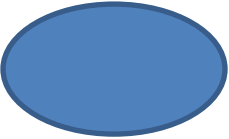

Does this commercial change your thoughts about your decision about athletes being role models? Explain

# HUDDLE UP SUPERHEROS! IT'S TIME TO SUPER-ANNOTATE!



## THE ANNOTATOR!

CREATED BY ANGELA ORR

	<p>Circle words that are unknown or that might need explanation. Double circle words that might have a unique connotation or meaning. If necessary, comment in the margins.</p>
<p>?</p>	<p>Consider this the "huh, what?" section. Put a ? next to areas where you say, "huh, what?" and write a <b>brief description</b> of your inference in the margin.</p>
<p><b>2-6</b></p>	<p>1) At the top, write down a <b>two-six "Central Idea"</b> of the document. (<b>The GIST</b>) 2) At the bottom, write a short summary explaining the main idea of the document (<b>no more than 2 sentences.</b>)</p>
<p><b>1-3</b></p> <hr/>	<p><u>Underline</u> each specific argument or claim in a text. Is the argument or claim valid or relevant? On a <b>scale of 1-3</b> (one is very relevant and valid and three is not relevant or valid) rate the evidence.</p>
	<p>When a word or phrase helps you understand the author's point of view, draw a talking <b>bubble</b> in the margin and write a few words to describe the point of view.</p>

Name \_\_\_\_\_ Date: \_\_\_\_\_

Document: \_\_\_\_\_

## Vocabulary Power Sentences

Choose three (3) Tier 2 words from your assigned text and complete the following activity. Write three different types of power sentences which include *appropriate context clues*.

1. Statement Sentence
2. Question Sentence
3. Exclamation Sentence

Context clues exist in the words and phrases that appear near to a more difficult vocabulary term. These words provide clues for you to make a logical guess about the meaning of the word in its context. Context clues are helpful in reading, and they can be equally helpful in developing your writing. They can add detail to make your sentences more **clear** and **specific**.

Vocabulary Words for Your Power Sentences (3 per word)  
(Make sure to refer back to your readings to find context clues.)

1. \_\_\_\_\_
  - a. Statement
  - b. Question
  - c. Exclamation
2. \_\_\_\_\_
  - a. Statement
  - b. Question
  - c. Exclamation
3. \_\_\_\_\_
  - a. Statement
  - b. Question
  - c. Exclamation

### Context Clues Examples for CORONER

**Statement:** The **coroner** investigated the **dead body** and **determined the cause of death**.

**Question:** What **evidence** did the **coroner** use to **confirm this death** as a **suicide**?

**Exclamation:** "Holy **etymology**," exclaimed the **coroner** during the **autopsy**, as she found hundreds of **blowfly larvae**.

# Understanding the Ideas You Read



## DIRECTIONS:

1. Summarize three main ideas of the reading.
2. Give an example of the main idea.
3. Choose 2-3 key words that restate the main idea.

<b>Main Idea</b> <b>1</b>	
<b>Example</b>	
<b>Key Words</b>	

<b>Main Idea</b> <b>2</b>	
<b>Example</b>	
<b>Key Words</b>	

<b>Main Idea</b> <b>3</b>	
<b>Example</b>	
<b>Key Words</b>	

# ***Athletes as Role Models Reasoning***

How does the Article Define role models?

1.

2.

3.

4.

Are Athletes Role Models?

1.

2.

3.

4.

Questions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Consensus: As a group come up with a statement about the central question:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

## Structured Academic Controversy Writing Assignment

Students are to write a paragraph explaining their claim, reason and evidence that supports the central question, Should athletes be viewed and presented as role models?

### **GOALS:**

1. Use resources to identify the major writing traits of an argumentative essay :  
-CLAIM      -REASONING      -EVIDENCE      -COUNTER ARGUMENT
2. Use the ‘CROWS FEET’ Outline to set-up your writing that correctly displays:
  - a. a **CLAIM**
  - b. **REASONING** that supports your claim
  - c. **EVIDENCE** that proves your claim (line #)
  - d. *Recognition of a COUNTER ARGUMENT*  
(an idea or evidence that disagrees with your claim)
3. Write a well written introductory paragraph that uses the ‘CROWS FOOT’ outline to support well written, complete sentences to state your required writing traits of  
-CLAIM      -REASONING      -EVIDENCE      -COUNTER ARGUMENT
4. Create a Poster that visually displays all of the above writing traits of you work.

Pre write – Crows Feet (amount of supporting evidence can vary)

\_\_\_\_\_  
Line #

\_\_\_\_\_  
Line #

\_\_\_\_\_  
Reason #1

\_\_\_\_\_  
Claim

\_\_\_\_\_  
Reason #2

\_\_\_\_\_  
Line #

\_\_\_\_\_  
Line #