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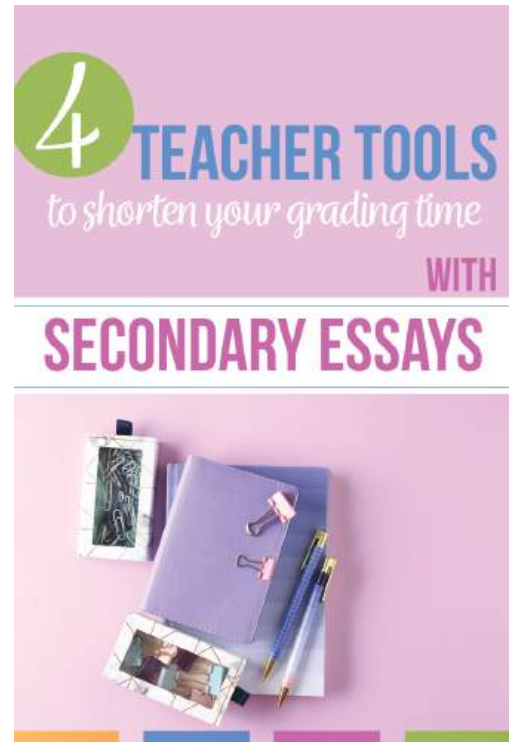
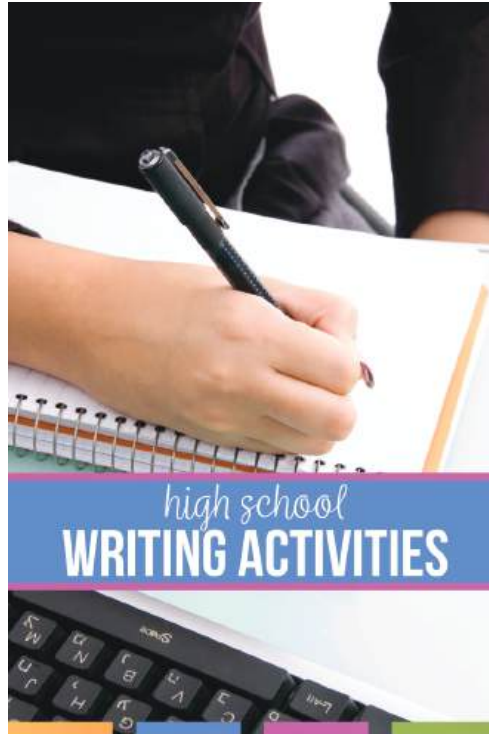
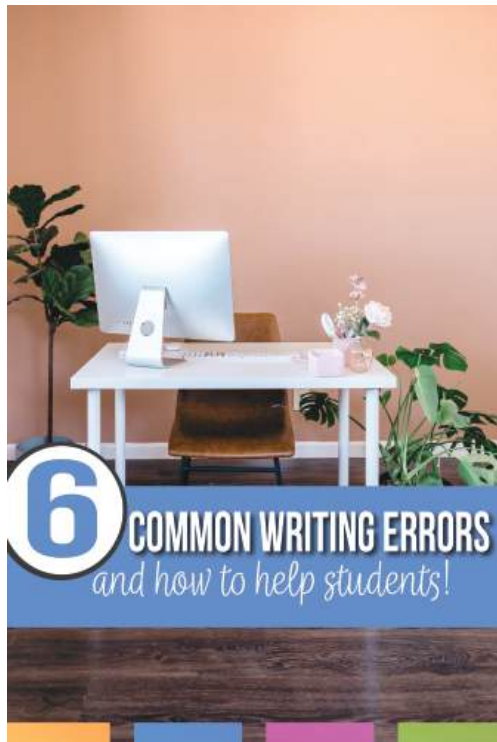
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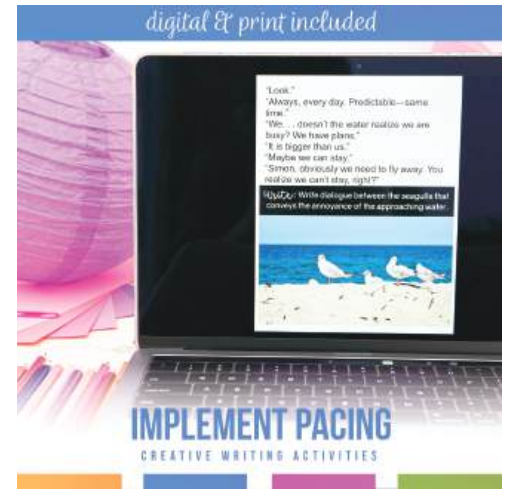
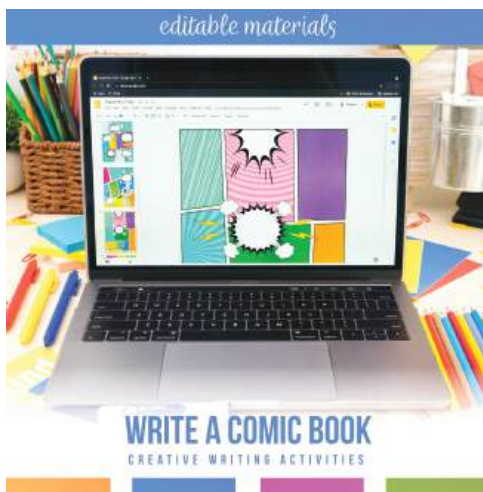
Lauralee, Language Arts Classroom

Thanks for the download!

Check out these blog posts that highlight writing lesson ideas:



These are other writing activities:





FOOTBALL

INFORMATIONAL TEXT

Name: _____

Hour: _____

Directions: First, watch and read **this information**. Then, answer the following questions. Finally, write a response on the next page.

1. If you were a college athlete, should you make money from NIL? Why?

2. Define “NIL.”

3. Define “commercially.”

4. Who helps these college athletes?

5. From the athletes interviewed, explain one benefit that one athlete is experiencing.



KEY

FOOTBALL

INFORMATIONAL TEXT

Name: _____

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Directions: First, watch and read **this information**. Then, answer the following questions. Finally, write a response on the next page.

1. If you were a college athlete, should you make money from NIL? Why? *Answers will vary.*

2. Define “NIL.” *Name, image, likeness. Student athletes can now make money from their NIL. Previously, only professional athletes were paid commercially.*

3. Define “commercially.” *In a way that is concerned with buying, selling, and making a profit.*

4. Who helps these college athletes? *Business advisors and managers help these athletes.*

5. From the athletes interviewed, explain one benefit that one athlete is experiencing. *Some students are helping to support causes like LGBTQIA that matter to them. Others are helping local/small businesses and still finding success.*



FOOTBALL

INFORMATIONAL TEXT

Name: _____

Hour: _____

Directions: Respond to the following prompt. Use the ideas and terms from the questions above to support your reasons. Be sure to check your rubric after you finish your writing.



Topic: Do you support a national set of standards for NIL? Would a federal standard help college athletes?

Focus: topic sentence, entire essay stays on topic

Evidence: support from the article is specific and directly relates to the topic

Language: strong words, well-developed sentences used, appropriately formal

Organization: the response flows, transitions implemented

Grammar: follows grammar rules