Nombre: Clase/Fecha:

**A Favor/En Contra: Se manifestan en contra del himno nacional en la tierra de libertad.**

Leerán el artículo y completarán las actividades / Read the article and complete the activities.

1. **List and define** 3 words you already know in the article. / Anoten y definan 3 palabras conocidas.

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| En Español | En Inglés |
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2. **List and define** 3 new words from the article. / Anoten y definan 3 palabras nuevas y desconocidas.

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3. **List and define** 3 cognates from the article. / Anoten y definan 3 cognados.

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4. **List** 3 famous people and their contributions in Spanish. / Incluirán las contribuciones de estrellas

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| En Español | En Inglés |
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5. **Circle** all verbs in the article. / Circularán todos los verbos en el artículo.

6. **Talk to the text 5x**, once per section. / “Talk to the text” 5x, una vez por sección.

7. **Answer** the comprehension questions 1-4. / Contestarán las preguntas 1-4.

8. On the back, **Write** a letter in Spanish to the NFL president Roger Goodell. Take a position **A favor o en contra manifestar del himno nacional**. Include greeting, date, leaving. **Cite** 2-3 details from the article.

9. On the back, **draw** a comic caption of what Colin Kaepernick would say about protesting the National Anthem **today**. Draw Kaepernick with a bubble over his head. The **bubble caption** must have at least 12 words.

1 First, have the entire class read this article. Then, split the class into even groups. One will argue: "Yes, athletes should protest during the national anthem." The other will argue: "No, athletes should not protest during the national anthem."

Once in their groups, have students reread the article and highlight evidence that supports their group’s side in green. Have students find at least two pieces of evidence that go against their group’s side and highlight them in red. This will help students prepare for a counterargument.

**Debate:** Once students have gathered their evidence, they need to put it into an argument. Each side will have 5 minutes to present and then 1 minute each to present a counterargument. To give each student a chance to talk, the group can have different group members present different pieces of evidence.

**Exit ticket:** When the debate is complete, have students answer these questions:

-Who do you think won the debate and why?

-What was the significance of reading two articles?

-Did the PRO/CON format of the article help or hinder your ability to craft an argument for the debate?

2 Should Professional Athletes use Their Status to Protest at Events?

Have students read both [49ers fans burn jerseys over player's refusal to stand during anthem](https://newsela.com/articles/kaepernick-anthem-protest/) and [Football player says protests meant to bring awareness to police shootings](https://newsela.com/articles/football-sherman-protests/id/22000/). Then, edit the Write Prompt in the second article to say, "Should professional athletes use their status to protest the events taking place today? Please select a side and use two examples from each article to support your point of view."

While students are reading each article, have them use the Venn diagram to record how both Kaepernick and Sherman are demonstrating their frustration. Kaepernick’s actions should go on one side and Sherman’s should go on the other with everything that overlaps in the middle. Then have students use the details from the Venn diagram to take a side and support it.

**Extension:** After students have completed their written response, have a few students share their work and discuss as a class whether or not students believe these athletes should be acting in this way. Then have students go through this PRO/CON article to add additional information to help make their argument.