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)
Critical-Thinking Questions

“Deadly Hits”

1. Drawing on information from the article and your own ideas, explain why young athletes today might choose to play football despite the fact that the game can be dangerous.

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?