The Bell Debate

Analyze how a model argument layers appeals and rhetorical choices.

12.T.T.3.d "Integrate multiple rhetorical devices or appeals strategically. (C)*"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one use of evidence or expert authority, circle one appeal to audience values or emotions, and number two other rhetorical moves, such as a rhetorical question, concession, comparison, or parallel structure. In the margin, name the response each marked choice is meant to create.

A Later Bell for Learning

1 At 7:20 each morning, many teenagers are expected to solve equations, interpret primary sources, and make careful decisions before their bodies are fully awake. The American Academy of Pediatrics has recommended that middle and high schools begin at 8:30 a.m. or later, noting that adolescent sleep cycles shift later during puberty. Most teens need eight to ten hours of sleep each night. When a district schedules an earlier bell, it does not merely set a time. It asks students to learn while biology pulls in the opposite direction. Our district should move the high school start time to 8:30.

2 Later starts are not a luxury for sleepy students, they are a practical investment in learning. Researchers have linked insufficient sleep in adolescents to problems with attention, mood, and driving safety. Consider the student who leaves home in darkness, rides a crowded bus, and then faces a chemistry test with heavy eyelids. That student is not lazy, and neither are classmates who struggle to focus. A later schedule would give more students a fair chance to arrive alert, participate fully, and travel more safely. Should a school day be designed around the first bus route, or around the young people the school exists to educate? The answer should guide us.

3 Changing the bell schedule would require planning. Families may worry about child care, athletics, or bus timing, and those concerns deserve public discussion. Yet difficult scheduling is not a reason to ignore strong evidence about student health. The district could survey families, coordinate with transportation staff, and phase in a later start over one year. We have revised calendars for weather, budgets, and testing, surely we can revise a clock for students. Board members should vote this spring to begin the planning process. Let us choose a schedule that respects research, recognizes real obstacles, and protects the attention students bring to every classroom.

2 ANSWER WITH EVIDENCE

Use the passage

1. Identify two uses of evidence or authority in the passage. For each one, explain how it strengthens the argument for a later start time.

2. What appeal does the description of a student leaving home in darkness and taking a chemistry test with heavy eyelids create? Explain why the writer includes it after presenting research.

3. What two priorities does the rhetorical question in paragraph 2 contrast? What answer does the writer want readers to reach?

4. How does paragraph 3 combine a concession with proposed actions to make the argument more persuasive?

3 YOUR TURN

Your own words

Write exactly two sentences, 45 to 60 words total, arguing for a change at school or in your community. Integrate at least three rhetorical choices: a factual detail or credible source, an appeal to values or emotions, and a rhetorical question, concession, comparison, or parallel structure.

ANSWER KEY

The Bell Debate

GRADE 12 · 12.T.T.3.d

PART 1 · READ AND MARK

Underline one use of evidence or expert authority, circle one appeal to audience values or emotions, and number two other rhetorical moves, such as a rhetorical question, concession, comparison, or parallel structure. In the margin, name the response each marked choice is meant to create. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Identify two uses of evidence or authority in the passage. For each one, explain how it strengthens the argument for a later start time.	**The American Academy of Pediatrics recommendation supplies expert authority for an 8:30 start. The statements about teen sleep needs and research linking insufficient sleep to attention, mood, and driving safety provide logical evidence that earlier starts can harm students.**
2	What appeal does the description of a student leaving home in darkness and taking a chemistry test with heavy eyelids create? Explain why the writer includes it after presenting research.	**It creates a values-based and emotional appeal by making sleep deprivation concrete and human. It helps readers connect the research to a student's daily experience.**
3	What two priorities does the rhetorical question in paragraph 2 contrast? What answer does the writer want readers to reach?	**It contrasts organizing the day around the first bus route with organizing it around students' educational needs. The writer wants readers to prioritize students.**
4	How does paragraph 3 combine a concession with proposed actions to make the argument more persuasive?	**The writer acknowledges concerns about child care, athletics, and bus timing, then offers feasible steps: surveying families, coordinating transportation, and phasing in the change. This presents the writer as fair-minded and practical.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

According to the U.S. Environmental Protection Agency, food is the largest category of material sent to municipal landfills, so our cafeteria should begin collecting scraps for compost. Why should banana peels and uneaten vegetables become buried waste when they could enrich soil, reduce trash, and show students that responsible choices matter?

Accept accurately identified rhetorical choices when students explain their effects on the audience and argument. For Part 3, accept varied topics if the response has exactly two sentences, 45 to 60 words, a clear claim, and at least three integrated rhetorical choices.