

The First Bell

Analyze how a model argument uses appeals and rhetorical devices.

9.T.T.3.d "Use rhetorical devices and appeals to guide the creation and revision of texts. (C)"

NAME _____

DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline phrases that use logic, credibility, or emotion, and label each one L, C, or E. Circle each rhetorical question or repeated phrase to show how the writer guides the reader.

Why the Bell Should Ring Later

- ① At 7:20 each morning, many high school students arrive carrying more than backpacks. They carry unfinished sleep. The American Academy of Pediatrics has recommended that middle and high schools begin at 8:30 a.m. or later, because adolescents' natural sleep cycles shift later during puberty. A later start does not erase homework, jobs, or family duties, but it gives students a fairer chance to learn while alert. When a class begins before the sun feels fully up, how many students are listening closely, and how many are simply fighting to stay awake?
- ② Some people worry that a later bell would disrupt bus routes and sports schedules. Those concerns deserve planning, not dismissal. District leaders can study transportation costs, ask families about schedules, and test a new timetable for one semester. In Seattle, researchers found that students at two public high schools slept longer and earned higher grades after the district delayed start times. One study cannot settle every local question, yet evidence is a better guide than habit. If schools adjust practice times for a concert or game, can they not also adjust them to protect students' daily learning?
- ③ Later start times would not solve every challenge facing teenagers, but they would address one barrier schools control. Tired students may miss instructions, lose patience, or decide that school is not built for them. Picture a student staring at a math problem through heavy eyelids, then facing an exam before lunch. That student is not lazy, and neither are the classmates beside them. A schedule sends a message about whose needs matter. By moving the first bell later, the district can say, with actions rather than slogans, that student health and serious learning belong in the same school day.

2 ANSWER WITH EVIDENCE Use the passage

1 What is the writer's main claim about high school start times?

2 What evidence from paragraph 2 supports the writer's claim, and what type of appeal does it use?

3 Copy the rhetorical question in paragraph 2. How does it support the writer's argument?

4 Which image in paragraph 3 appeals to the reader's emotions? Explain the effect of that image.

3 YOUR TURN Your own words

Write a 90 to 110 word paragraph to your principal arguing for one practical change at school. Include a clear claim, a logical appeal, an emotional appeal, a rhetorical question, and a repeated word or phrase.

PART 1 • READ AND MARK

Underline phrases that use logic, credibility, or emotion, and label each one L, C, or E. Circle each rhetorical question or repeated phrase to show how the writer guides the reader. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the writer's main claim about high school start times?	High schools should begin later so students have a fairer chance to learn while alert.
2	What evidence from paragraph 2 supports the writer's claim, and what type of appeal does it use?	Researchers in Seattle found that students slept longer and earned higher grades after later start times. This is a logical appeal using evidence.
3	Copy the rhetorical question in paragraph 2. How does it support the writer's argument?	"If schools adjust practice times for a concert or game, can they not also adjust them to protect students' daily learning?" It suggests that schools can change schedules when they choose to, so they should also change them for student learning.
4	Which image in paragraph 3 appeals to the reader's emotions? Explain the effect of that image.	The image of a student staring at a math problem through heavy eyelids appeals to emotion. It helps readers picture an exhausted student struggling to learn and builds concern for students.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Northview High should install a bottle-filling station near the gym. The CDC recommends that schools make drinking water available, and a station would give athletes and other students a quick place to refill reusable bottles. Water for focus, water for practice, water for everyone. Imagine finishing a hard workout and finding only an empty fountain or a sugary drink machine. Students deserve a simple, healthy choice during a busy day. If our school can provide scoreboards and vending machines, can it not provide clean water? This practical change would support health, reduce plastic waste, and show that student needs count.

Accept equivalent statements of the claim and reasonable explanations of how an appeal or device influences readers. For Part 3, check for all required elements and for appeals that clearly support the student's proposed change.