Should First Bell Move Later?

Combine a chart, a proposal, and an oral source to make a supported recommendation.

Name: _____ Date: _____

Part 1 - Read the proposal and two sources

School decision: Riverview High School is considering moving first bell from 8:00 a.m. to 8:30 a.m. next semester. Dismissal would also be 30 minutes later. Read each source. These are teacher-created classroom simulations, not real school records.

Source A - Attendance chart

Author: Riverview Attendance Office (classroom simulation)
Title: On-Time Arrival Record for Optional Morning Help Sessions
Date: August 2026

Morning help-session start	Students scheduled	Students on time	On-time rate
8:00 a.m.	50	41	82%
8:30 a.m.	50	45	90%

Method note: These were optional help sessions held on different dates last spring. The chart shows attendance records, but it cannot prove that the later time alone caused more students to arrive on time.

Source B - Written proposal

Author: Student Wellness Council (classroom simulation)
Title: Proposal: Move First Bell to 8:30 a.m.
Date: September 2026

The council recommends an 8:30 a.m. first bell. In its lunch survey, 58 of 80 students said they would favor a later start. The council argues that a later morning may help students arrive ready to learn. It asks the principal to approve the change for one semester and review attendance, activities, and transportation afterward.

Notice: The council wants the proposal approved. Its survey represents only the 80 students who answered at lunch.

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Part 2 - Listen, evaluate, and recommend

Listen: Your teacher will read Source C twice. Do not invent details that are not stated.

Source C - Oral statement

Speaker: Ms. Chen, Transportation Coordinator (classroom simulation)
Title: Transportation Update for the Bell-Time Proposal
Date: September 2026

Source	Credibility and accuracy clues or limits	How relevant is it to the decision?
A chart		
B proposal		
C oral statement		

Your recommendation: Should Riverview move first bell to 8:30 a.m.? State your claim. Use evidence from at least two sources. Explain one conflict, limit, or unanswered question, and tell what the school should do about it.

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Answer key - evaluation and synthesis

1. Source A: The chart is reasonably credible for the recorded optional-session attendance because the Attendance Office is a relevant record keeper and the counts are shown. It is limited: the sessions occurred on different dates, were optional, and do not establish that bell time caused the difference. It is highly relevant to on-time arrival, but less directly relevant to full-day schedules, sports, or buses.

2. Source B: The proposal is relevant because it addresses the exact decision and gives survey information. Its credibility is limited because its authors favor approval and only 80 lunch-survey respondents are represented. Students should not treat the survey as the view of every student. Its claim that students may arrive ready to learn is a possibility, not proof.

3. Source C: The coordinator is a credible source about transportation planning and route constraints because that is her job. Her statement is relevant to whether the proposed time can work. It does not prove effects on learning or attendance, and it describes a plan that still needs confirmation.

4. Sample recommendation: Riverview should consider a one-semester 8:30 pilot rather than make a permanent change immediately. Source A shows a higher on-time rate at the later optional session, 90% compared with 82%, and Source B shows that 58 of 80 surveyed students favored the change. However, Source A cannot prove that the later time caused the result, and Source B surveyed only some students. Source C says transportation may be workable but would require revised routes and later activity schedules. During a pilot, the school should track attendance, bus arrivals, participation in activities, and feedback from students and families.

Scoring rubric (8 points): claim/recommendation 1; accurate evidence from two sources 2; evaluates a credibility or accuracy limit 2; explains relevance of evidence 1; reconciles a conflict, limit, or unanswered question 1; practical next step 1. Accept a supported “do not move yet” conclusion if it accurately uses the evidence and proposes information to collect.

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Teacher materials, script, and observation notes

Materials and setup: Print one two-page student copy per learner and provide pencils. Do not display the oral statement before students work. Tell students all three sources are classroom simulations created for source-analysis practice. Students read Part 1 independently or with a partner for 6-8 minutes. Read Source C twice, with a short pause between readings. Then allow 12-15 minutes for the grid and recommendation.

Teacher-read Source C, exact script: “I am Ms. Chen, Riverview's Transportation Coordinator. I reviewed our current bus routes for the proposed 8:30 first bell. A later first bell appears possible if we shift high-school pickup times 30 minutes later. We would need to confirm driver availability and adjust the schedule for after-school activities. I cannot promise that every family would find the change convenient. Before a permanent change, I recommend a one-semester pilot and a review of bus arrival records, activity schedules, and family feedback.”

Teaching script: Say: “A source can be useful without proving everything. Ask who created it, what evidence it gives, what it can and cannot show, and whether it answers this decision. Your conclusion may be cautious. Name a limit instead of ignoring it.” After the first reading, say: “Listen again for what Ms. Chen knows directly and what she says still needs confirmation.”

Observation method: While students write, use a class list to mark whether each student (a) identifies an author, purpose, or evidence clue; (b) names a specific limitation; (c) uses evidence from two sources; and (d) qualifies or reconciles evidence. Confer briefly with students missing two or more marks: ask, “What can this source tell us, and what can it not tell us?” Do not supply a conclusion.

Source credits: Source A, Source B, and Source C are original teacher-created classroom simulations for this worksheet. No external URL applies.