

First Bell Case

Trace claims, evidence, and audience moves.

11.T.T.3.c “Apply argumentative techniques strategically to enhance writing and engage audiences. (C)”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read this fictional school-board argument. The AAP recommendation is real; Riverton and its schedule are invented. Underline the claim and its support. Circle moves that engage the audience, such as a question, concession, direct address or call to action.

A Better Time to Learn

- ① Riverton High should begin classes at 8:30 a.m. rather than 7:45. Our current schedule asks many teenagers to learn advanced material before their bodies are fully alert. The American Academy of Pediatrics has recommended that middle and high schools start at 8:30 a.m. or later to support adolescent sleep. This is not a request for easier school. It is a request for conditions that let students arrive ready to think, participate, and drive more safely. If we expect focused discussion in first period, should we not provide students a realistic chance to be awake for it?
- ② Some families may worry that a later bell would disrupt bus routes, sports, or after-school jobs. Those concerns deserve planning, not dismissal. Riverton could survey affected families and compare transport options before choosing a model. A proposal made in autumn for the following school year would allow planning time, but it would not prove that every conflict could be solved. The cost of keeping the present schedule also matters: tired students may struggle to concentrate or travel safely. A careful transition should test practical arrangements while taking adolescent sleep seriously. Neither medical guidance nor an appeal to convenience settles every local question.

- ③ In this autumn scenario, students should ask the school board to form a start-time planning committee this month. A committee with students, families, transportation staff and teachers could compare options in public and report before the spring budget is set. That proposal does not demand an overnight change. It asks the board to investigate whether a later bell is workable, what it would require and how results would be reviewed. Board members, you regularly ask students to prepare for demanding futures. Show that preparation matters by examining the conditions for learning. Put the question on the next meeting agenda, and invite the people affected to help design the answer.

2 ANSWER WITH EVIDENCE Use the passage

- 1 What is the writer's central claim?

- 2 What outside authority does the writer use, and how does it strengthen the argument?

- 3 Which concern does the writer acknowledge in paragraph 2, and what response does the writer give to that concern?

- 4 How does the final paragraph directly engage the school board, and what specific action does it request?

3 YOUR TURN

Your own words

Write a 100–130-word paragraph to Principal Chen about water access using this fictional practice record: during one lunch, students recorded 24 bottled-drink purchases; one of two cafeteria fountains had a weak stream. No drink contents, installation prices or grant awards were recorded. Argue for a specific improvement, use a case fact with reasoning, address a concern, engage the principal and request a concrete next step. Do not present the invented record as data from your school.

Build an evidence-based argument

Use the given case. Distinguish an observation from what you infer. You may recommend checking or repairing facilities before buying new ones; acknowledge what the record cannot establish.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

PART 1 • READ AND MARK

Read this fictional school-board argument. The AAP recommendation is real; Riverton and its schedule are invented. Underline the claim and its support. Circle moves that engage the audience, such as a question, concession, direct address or call to action. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the writer's central claim?	Riverton High should begin classes at 8:30 a.m. instead of 7:45 a.m.
2	What outside authority does the writer use, and how does it strengthen the argument?	The writer cites the American Academy of Pediatrics. Its recommendation supports the claim that a later start better supports adolescent sleep.
3	Which concern does the writer acknowledge in paragraph 2, and what response does the writer give to that concern?	The writer acknowledges disruption to buses, sports and jobs. Riverton could survey affected families, compare transport options and allow planning time, while recognizing that time alone does not solve every conflict.
4	How does the final paragraph directly engage the school board, and what specific action does it request?	It directly addresses board members, connects the issue to their responsibility for learning and uses commands. It asks for a planning committee and an agenda item to investigate a workable later start.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Principal Chen, please have facilities staff inspect the cafeteria fountains before deciding whether to add a filling station. In this fictional record, one of two fountains had a weak stream, which gives us a specific access problem to investigate. The 24 bottled-drink purchases do not tell us how many buyers would choose refillable water, because the drinks were not identified. Spending on new equipment is a fair concern. An inspection and repair estimate could clarify whether fixing the existing fountain would meet the need first. As the person responsible for usable school facilities, will you request that estimate and put the options on the next facilities agenda?

The Riverton timeline begins in autumn, with investigation before the spring budget and any change no earlier than the following school year. Nearby-district results are not invented. AAP's 2014 8:30-or-later recommendation is documented in CDC Sleep and Health (July 2, 2024): <https://www.cdc.gov/physical-activity-education/staying-healthy/sleep.html>. The separate water-access case is fictional. Its 24 purchases are transactions during one lunch, not a count of unique daily users, bottled water or proven demand for a new station. Accept any supported 100–130-word argument with all required techniques; do not reward invented costs, grants or guaranteed savings.