

# One Survey, Two Plans

Compare how two speakers build opposing arguments from shared evidence.

**ELA.11.R.2.4** "Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## 1 READ AND MARK \_\_\_\_\_ Read it twice

**YOUR JOB** This is a fictional classroom hearing; its people, district survey and local records are invented. Underline each speaker's central policy claim. Circle the survey evidence each uses. Draw an arrow from one circled piece of evidence to that speaker's policy claim and write a brief margin note explaining the connection.

### The Brookdale Start-Time Debate

- ① **Case brief.** The fictional Brookdale board is considering an 8:30 a.m. high-school start instead of 7:45. In the case's invented survey of 1,200 students, 62 percent reported fewer than eight hours of sleep on school nights; 54 percent reported arriving late at least once during the month. The survey recorded answers, not grades, attendance records, work schedules or causes of missed sleep. The board also has real CDC guidance recommending eight to ten hours of sleep for ages 13 to 18. The speeches below are original practice texts written for this worksheet.
- ② **Maya Chen, Student Health Coalition.** We should try an 8:30 start for one year. Sixty-two percent of our respondents report short sleep, and 54 percent report lateness. Set those figures beside the CDC guidance: we are asking students to learn while many are tired. A later bell would give families a chance to reset morning routines. More rest should mean more alert students in first period, so I expect better learning and attendance. We should compare grades and attendance before and during the trial. Why wait for perfect information while another class struggles through the same early mornings?

- ③ **Daniel Reed, local business owner.** Keep the current schedule while we gather better information. I see the same 62 percent and 54 percent, but those reports do not identify causes. Jobs, family duties and phones might affect sleep; transportation might affect lateness. The survey does not separate these possibilities from an early bell. A later dismissal could also interfere with work and sports, though we need schedule records to test that concern. Collect bus data, activity schedules and attendance records first. Chen's trial would change routines before we know which problem we are trying to solve.

**2 ANSWER WITH EVIDENCE** \_\_\_\_\_ Use the passage

- ① What is Chen's central claim, and what is Reed's central claim about the school start time?

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- ② How does each speaker use the survey reports about short sleep and lateness to reach a different end?

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- ③ Evaluate Chen's prediction about learning and Reed's statement about what the survey can establish. Which claim is narrower, and what evidence supports or limits each?

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- ④ What additional information does Reed want the board to gather, and how could that information strengthen or test an argument?

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### 3 YOUR TURN

## Your own words

Write a 95 to 115 word recommendation to the board. Compare Chen's and Reed's reasoning, use two survey findings, evaluate the limits of the evidence, and name information the board should examine before deciding.

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

**PART 1 • READ AND MARK**

This is a fictional classroom hearing; its people, district survey and local records are invented. Underline each speaker's central policy claim. Circle the survey evidence each uses. Draw an arrow from one circled piece of evidence to that speaker's policy claim and write a brief margin note explaining the connection. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                                                                                                                | ANSWER                                                                                                                                                                                                                                                                                                    |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | What is Chen's central claim, and what is Reed's central claim about the school start time?                                                                             | <b>Chen proposes a one-year 8:30 trial to improve learning and attendance. Reed proposes keeping the current schedule while collecting stronger evidence about causes and scheduling effects.</b>                                                                                                         |
| 2 | How does each speaker use the survey reports about short sleep and lateness to reach a different end?                                                                   | <b>Chen uses the reports to support changing to a later start time. Reed uses the same reports to argue that the board should not change the schedule yet because they do not prove cause.</b>                                                                                                            |
| 3 | Evaluate Chen's prediction about learning and Reed's statement about what the survey can establish. Which claim is narrower, and what evidence supports or limits each? | <b>Reed's statement that the survey does not identify causes is narrower and matches the case brief. Chen's prediction is plausible but the survey did not measure learning or establish that the schedule caused short sleep. Reed's caution does not prove keeping the schedule is the best policy.</b> |
| 4 | What additional information does Reed want the board to gather, and how could that information strengthen or test an argument?                                          | <b>Reed requests bus data, activity schedules, and attendance records. These sources could show whether transportation, after-school commitments, or actual attendance patterns affect the decision.</b>                                                                                                  |

### **PART 3 · YOUR TURN (SAMPLE ANSWER)**

The board should not treat either proposal as proven by the survey alone. Chen uses the finding that 62 percent of students reported fewer than eight hours of sleep and that 54 percent reported lateness to argue for a later start. Yet these reports do not establish that the current schedule caused either problem. Reed makes a stronger point about that limit, but his concerns about sports and jobs are possibilities, not evidence that a change would create conflicts. Before deciding, the board should examine actual attendance records, bus data, and activity schedules. It should also compare grades and attendance during a carefully designed trial.

Accept responses that accurately distinguish the speakers' opposing claims and explain that shared survey data can support different purposes. For Part 3, accept a defensible recommendation that evaluates both causal limits and the strength of the writers' reasoning. These are fictional practice speeches and survey records, not reports of real Brookdale research. The sleep recommendation alone is real: CDC, Sleep and Health, <https://www.cdc.gov/physical-activity-education/staying-healthy/sleep.html>. Neither the recommendation nor this invented cross-sectional survey proves a local causal effect. Do not treat Reed's valid criticism of the evidence as proof of his entire policy position.