

Who Sets the Bell?

Analyze how different texts frame one school scheduling debate.

10.T.C.2.a "Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs. (1)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB The three text summaries below are constructed classroom examples. Underline each text's main position. Circle the words, details, or evidence the writer uses to shape your view of that position.

The Bell Time Debate

- ① Text 1, a health organization's brief, argues that high schools should begin no earlier than 8:30 a.m. The brief explains that teenagers' body clocks naturally shift later during puberty, so many students cannot fall asleep early enough for a 7:20 start. It cites research linking adequate sleep with attention, mood, and safer driving. Rather than blaming tired students for poor habits, the writers describe early schedules as a public-health problem. Their calm, scientific language and references to research present a later bell time as a practical way to protect students' well-being.
- ② Text 2, a parent's letter to the local newspaper, opposes moving the opening bell. The parent describes a rushed morning in which a later school start would leave younger children waiting alone before their bus arrives. She also worries that a later dismissal could push sports practices, part-time jobs, and family dinners into the evening. Instead of discussing sleep research, the letter uses a first-person story and a series of worried questions: Who will supervise children? When will teams practice? This personal, urgent style asks readers to see the proposal through a family's daily schedule and to fear new complications.

- ③ Text 3, a district transportation memo does not declare a winner. It lists the health argument first, then notes that buses serve several schools on staggered routes. Changing one schedule, the memo says, may require more drivers or different routes, which could raise costs. The memo recommends a pilot program and surveys for students, families, and staff before a permanent decision. Its measured tone, conditional words such as “may,” and focus on logistics frame the issue as a problem to test and manage. By presenting trade-offs rather than emotional scenes, the memo encourages readers to consider evidence from both sides.

2 ANSWER WITH EVIDENCE Use the passage

- 1 What policy does Text 1 support, and what different concern leads Text 2 to oppose that policy?

- 2 How do Text 1's body-clock explanation and references to research shape readers' perceptions of later start times?

- 3 Compare the evidence and style in Text 2 and Text 3. What response does each text encourage from readers?

- 4 Why might a reader view Text 3 as more balanced than Text 1 or Text 2? Identify two choices the memo makes.

3 YOUR TURN

Your own words

Compare these two invented texts about a phone-free lunch trial. A, Student Council survey report: 'Of 200 voluntary online respondents, 140 supported quieter phone-free lunch tables. Every grade received the link, but nonrespondents may disagree. Try one optional table for two weeks and collect feedback.' B, student blog: 'Do not cut our lifeline. Yesterday I needed a parent's message about my ride. A schoolwide phone ban would leave everyone stranded. Keep all tables phone-friendly.' In 90-110 words, explain each perspective and one technique, evaluate the scope and quality of its evidence, then judge which recommendation is better supported. Cite A and B; do not invent results.

This image shows a single sheet of white paper with horizontal 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

The three text summaries below are constructed classroom examples. Underline each text's main position. Circle the words, details, or evidence the writer uses to shape your view of that position. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What policy does Text 1 support, and what different concern leads Text 2 to oppose that policy?	Text 1 supports a later high school start time because of teen sleep and health. Text 2 opposes it because it could disrupt family schedules, supervision, activities, jobs, and dinners.
2	How do Text 1's body-clock explanation and references to research shape readers' perceptions of later start times?	They make later start times seem scientifically supported and connected to students' health, attention, mood, and safety.
3	Compare the evidence and style in Text 2 and Text 3. What response does each text encourage from readers?	Text 2 uses a personal story and worried questions to make readers feel concern about daily family complications. Text 3 uses logistical details, conditional language, and a pilot plan to encourage readers to weigh trade-offs carefully.
4	Why might a reader view Text 3 as more balanced than Text 1 or Text 2? Identify two choices the memo makes.	The memo presents both the health argument and transportation costs, and it recommends a pilot program and surveys instead of taking a firm side.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Text A favors a limited trial, using a survey count and an explicit sampling limit to present its proposal as cautious. Its 140 supporters among 200 voluntary respondents suggest interest, but cannot represent every student. Text B opposes restrictions through the urgent metaphor 'lifeline' and a personal ride example. That example identifies a real type of need, but does not show that everyone would be stranded. It also attacks a schoolwide ban, although A proposes one optional table. A's limited trial is better supported by the supplied evidence; it can test interest while keeping other tables available for phone users.

Accept equivalent comparisons that accurately identify each text's perspective and explain how evidence, details, tone, or language shapes readers' beliefs. For the open response, accept varied school issues and viewpoints if the student compares two text types, analyzes techniques, and supports a judgment. Both new comparison texts are supplied and explicitly simulated. Prefer reasoning that checks sampling and whether the response addresses the actual proposal; a larger response count alone does not establish reliability. Either judgment needs accurate use of both texts and a qualified claim.