Bell Time Debate

Tracing evidence, conflicts, and next research steps.

CCSS.ELA-Literacy.SL.11-12.1d "Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each claim, circle each piece of evidence, and number each request for additional information. Use your marks to trace agreements, conflicts, and unanswered questions.

A Later First Bell?

1 At a district forum, students, families, and staff discussed moving Riverton High's first bell from 7:25 a.m. to 8:15. Junior Maya said many classmates arrive exhausted after late homework and long commutes. She cited an anonymous school survey in which 62 percent of respondents reported sleeping fewer than eight hours on most school nights. The school nurse added that the American Academy of Sleep Medicine recommends eight to ten hours for teenagers. Several students argued that a later start could improve attention during first-period classes.

2 Transportation director Luis Chen agreed that sleep matters, but he warned that the district uses the same buses for elementary, middle, and high school routes. In his current schedule, high school buses begin their first runs before 6:30 a.m.; moving only the high school bell could require extra buses or shift younger students' schedules. Parent Alia Brooks supported a later start but questioned whether the survey represented students who do not answer school emails. She asked the district to compare the survey with attendance, tardiness, and course-grade data before predicting academic gains.

3 Coach Renee Patel said later dismissal could worsen early departures for away contests. Maya replied that activities differ: rehearsals and local practices might move, while away-game schedules need separate review. Participants agreed that reliable sleep information and transportation limits matter, but not on a bell time. The board requested route-cost estimates, after-school participation data, and survey responses by grade, commute length, and work responsibilities.

2 ANSWER WITH EVIDENCE

Use the passage

1. What concern do Maya and the school nurse share? State the evidence each person uses.

2. What limitation does Alia Brooks identify in the survey, and what information does she request before the district predicts academic gains?

3. What different scheduling concerns do Luis Chen and Coach Renee Patel raise?

4. How does Maya try to resolve part of the conflict about activities, and what three kinds of information does the board request next?

3 YOUR TURN

Your own words

Choose a school policy issue other than the passage's. Hold a supported spoken or written discussion with two other participants: each contributes a perspective with a reason or evidence, listens to the others, and responds thoughtfully to one contribution. Record those actual contributions. Then write a 90–120-word synthesis using all three perspectives, identifying common ground, resolving a conflict if one exists or stating why none does, and naming at least two information needs before a decision. Attach the contribution/response record; do not invent people's comments.

ANSWER KEY

Bell Time Debate

PART 1 · READ AND MARK

Underline each claim, circle each piece of evidence, and number each request for additional information. Use your marks to trace agreements, conflicts, and unanswered questions. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What concern do Maya and the school nurse share? State the evidence each person uses.	**They share concern about students getting too little sleep. Maya cites a survey in which 62 percent reported fewer than eight hours on most school nights; the nurse cites the recommendation that teenagers get eight to ten hours.**
2	What limitation does Alia Brooks identify in the survey, and what information does she request before the district predicts academic gains?	**She questions whether the survey represents students who do not answer school emails. She requests comparison with attendance, tardiness, and course-grade data.**
3	What different scheduling concerns do Luis Chen and Coach Renee Patel raise?	**Chen says shared bus routes could require extra buses or change younger students' schedules. Patel says a later dismissal could worsen early departures for away contests.**
4	How does Maya try to resolve part of the conflict about activities, and what three kinds of information does the board request next?	**Maya suggests treating activities differently by moving rehearsals and local practices while reviewing away-game schedules separately. The board requests route-cost estimates, after-school participation data, and survey results broken down by grade, commute length, and work responsibilities.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative synthesis of a model exchange, not a substitute for real discussion: The student council is considering a quieter lunchroom zone. Jordan wants one because a council poll found that 48 of 80 respondents avoid the cafeteria when they need to study. Ms. Ortiz worries that separating students could make lunch less welcoming. Coach Bell notes that athletes need a place to eat quickly before practice. These views can fit together if the school reserves a small nearby room for quiet lunch, leaves the main cafeteria open, and allows athletes to use either space. We need room-use data, a wider survey, and supervision costs before deciding.

Keep all four passage-based keys. For Part 3, teacher supports a three-person exchange and observes thoughtful responses or checks an accessible written record. Require real contributed perspectives/reasons and a linked learner response, then a 90–120-word accurate synthesis. Accept genuine agreement without an invented conflict; name two relevant information needs. The model poll is fictional example evidence, not an actual class result.