Bell Time Argument

Analyze how a speaker builds a persuasive oral message.

11.C.2.A.iv "Report orally on a topic or text or present an opinion. This includes: Utilizing rhetorical techniques (e.g., ethos, pathos, and logos), repetition, and figurative language to deliver a message."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one example each of ethos, pathos, and logos. Circle repeated wording, and number two examples of figurative language to see how the speaker strengthens an oral argument.

Statement to the School Board

1. Members of the school board, I am speaking as a junior, a member of the student wellness council, and a student who has tracked my own sleep for a month. Our high school begins at 7:25 a.m., yet the American Academy of Pediatrics recommends that middle and high schools start at 8:30 a.m. or later. I urge you to move our first bell to 8:30. This change is not a request for less learning. It is a plan for students to arrive awake, prepared, and able to learn.

2. Later start times rest on evidence, not wishful thinking. During adolescence, many students' body clocks shift later, making early sleep and early waking harder. The American Academy of Sleep Medicine recommends 8 to 10 hours of sleep for teenagers. When a schedule ignores those needs, tired students carry heavy eyelids through first period and then face homework, jobs, sports, and family duties. We need time to sleep. We need time to think. We need time to participate. An 8:30 start gives the school day a stronger foundation, like solid ground beneath a busy building.

3. Some people worry that buses, athletics, and family schedules would need adjustment. They would, and the board should plan the change carefully with transportation staff and community members. But difficulty is not a reason to keep a harmful schedule. What do we gain by asking exhausted teenagers to begin each day before their minds are fully ready? We can build a schedule that respects health. We can build a schedule that supports learning. We can build a schedule that treats students as people, not alarm clocks with backpacks. Vote to set the first bell at 8:30 next year.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the speaker establish ethos in the first paragraph? Use one detail from the passage.

2. What logos appeal does the speaker use about teen sleep, and how does it support the argument?

3. What words does the speaker repeat in paragraph 2, and what effect does the repetition create?

4. Explain how the phrase "not alarm clocks with backpacks" uses figurative language to support the speaker's message.

3 YOUR TURN

Your own words

Write a 5- to 7-sentence speech script that supports or opposes one school policy. Include ethos, logos with a fact or calculation, pathos, repeated wording, and figurative language, then label each technique in brackets. Then actually deliver the speech to a partner or teacher acting as your intended audience. Use voice and emphasis to make the chosen techniques purposeful. The listener names one technique heard and explains its effect on the message; record that received feedback and one delivery choice below. Teacher observes; a written script alone is not the completed oral task.

ANSWER KEY

Bell Time Argument

GRADE 11 · 11.C.2.A.iv

PART 1 · READ AND MARK

Underline one example each of ethos, pathos, and logos. Circle repeated wording, and number two examples of figurative language to see how the speaker strengthens an oral argument. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the speaker establish ethos in the first paragraph? Use one detail from the passage.	**The speaker identifies as a junior, a student wellness council member, and a student who tracked sleep for a month, showing relevant experience.**
2	What logos appeal does the speaker use about teen sleep, and how does it support the argument?	**The speaker states that the American Academy of Sleep Medicine recommends 8 to 10 hours of sleep for teenagers. This supports a later start because teens need adequate sleep.**
3	What words does the speaker repeat in paragraph 2, and what effect does the repetition create?	**The speaker repeats "We need time to." The repetition emphasizes several student needs and makes the appeal more forceful.**
4	Explain how the phrase "not alarm clocks with backpacks" uses figurative language to support the speaker's message.	**It compares students to alarm clocks to show that an early schedule can treat them like objects rather than people with health needs.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

[Ethos] As a peer tutor, I have watched classmates rush from one deadline to the next with no time to ask for help. [Logos] A 40-minute study block once each week would create 12 hours of guided work time during an 18-week semester. [Pathos] No student should feel alone at a desk while confusion piles up. [Repetition] We need time to ask questions. We need time to revise. [Figurative language] This study block can be a bridge between confusion and confidence. I urge the school to add a weekly study block.

Example completed listener record: My partner heard “We need time” repeated and said it emphasized the request for support. I stressed “bridge” to make the contrast between confusion and confidence clear.

Accept other accurately identified rhetorical techniques when students quote or clearly point to relevant language in the passage. In the open response, accept varied policy positions if the script includes all required techniques and uses them purposefully. Require an actual supported oral delivery, with observation and received listener feedback connecting a heard technique to its effect. Keep the 5–7-sentence script separate from the feedback record. Check the model calculation:40 minutes ×18 weeks=720 minutes=12 hours. No public board meeting or recording is required; assist access/rehearsal.