Start Time Sources

Weigh evidence before making a school decision.

8.R.1.C "Evaluate and analyze the relevance, validity, and credibility of sources (primary, secondary, digital, and print) identifying main and supporting ideas, conflicting information, points of view, and any biases."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the passage's main idea. Number the three sources, circle one detail that supports each source's credibility or relevance, and put a question mark beside a limit, possible bias, or conflict.

Should School Start Later?

1. At Roosevelt Middle School, the student council is studying whether classes should begin later. Its first source is a digital survey of 312 students. Sixty-eight percent said they feel tired during first period, and many wrote that they have trouble concentrating. The survey is a primary source because students reported their own experiences. However, it was posted only on the council's website, so students who did not visit the site may not have responded. The results show student opinions, not proof that a later start would improve learning.

2. The council also found a printed article in a regional newspaper. It summarized a recommendation from the American Academy of Pediatrics that middle and high schools start at 8:30 a.m. or later to help students get enough sleep. The article names the organization and links its recommendation to sleep research, which makes it more credible than an unsigned post. Still, the article does not describe every study or the district's bus schedule. Its main idea supports a later start, but its evidence cannot alone show what Roosevelt should do.

3. A video interview with the district transportation director offers a conflicting view. She says a later opening could require more buses because high school and middle school routes now run at different times. Her claim is relevant because she manages transportation, yet she may focus on costs that affect her department. She provides no route numbers or price estimate, so viewers should seek district budget records before treating the claim as fully supported. Together, the sources suggest that sleep, student experience, and transportation all matter, but they disagree about the best decision.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is the main idea of the source set? Include the decision being examined and what the sources do not settle.

2. Why is the student survey a relevant primary source, and what limitation could make its results less valid for all students?

3. Which source gives a conflicting point of view, and what possible bias might affect that view?

4. What evidence is missing from the transportation director's claim, and where does the passage suggest finding it?

3 YOUR TURN

Your own words

Choose a different school decision, such as adding shaded tables or changing cafeteria choices. Write four sentences that name two different types of sources, evaluate the credibility or relevance of each, identify one limit or possible bias, and explain whether the sources agree or conflict.

ANSWER KEY

Start Time Sources

GRADE 8 · 8.R.1.C

PART 1 · READ AND MARK

Underline the passage's main idea. Number the three sources, circle one detail that supports each source's credibility or relevance, and put a question mark beside a limit, possible bias, or conflict. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is the main idea of the source set? Include the decision being examined and what the sources do not settle.	**The sources examine whether Roosevelt should start later. They show that sleep, student experiences, and transportation matter, but they do not settle the best decision.**
2	Why is the student survey a relevant primary source, and what limitation could make its results less valid for all students?	**It is relevant because students report their own experiences with tiredness and concentration. It may not represent all students because only students who visited the council website could respond.**
3	Which source gives a conflicting point of view, and what possible bias might affect that view?	**The transportation director's video interview gives the conflicting view. She may focus on transportation costs because they affect her department.**
4	What evidence is missing from the transportation director's claim, and where does the passage suggest finding it?	**Her claim lacks route numbers and a price estimate. District budget records could provide more support.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

For a proposal to add shaded tables outdoors, I would use a student temperature log and a digital city public-health webpage about heat safety. The log is a relevant primary source, but it may be weak if only a few students record temperatures. The city webpage is credible because a government health office publishes it, although general advice may not match our campus. The sources support adding shade, but I would also check the cost and maintenance needs.

Accept equivalent explanations that use passage evidence about source type, missing evidence, point of view, and limitations. For Part 3, accept varied school decisions if the response includes two source types, evaluation, a limitation or bias, and a comparison of the sources.