



# Reading the Argument

Close-reading & Socratic kit · from one short text

## The Text

Every morning, millions of teenagers stumble into first period barely awake. The research on adolescent sleep is clear: teenage brains are wired to fall asleep later and wake later, so an early bell steals the very rest they need in order to learn. Schools that pushed their start times later have watched attendance climb — and even car-accident rates among teen drivers fall. Critics counter that later starts complicate bus routes and after-school jobs; these are real problems worth solving. But when the evidence for students' health is this strong, the question is not whether we can afford to start the day later — it is whether we can afford not to.

Original sample text — drop in any passage to regenerate this whole kit.

## Text-Dependent Questions



- What claim does the author make in the first two sentences?
- How does the evidence in sentence 3 (attendance, accidents) strengthen that claim?
- Why does the author name the critics' concerns instead of ignoring them?
- Describe the author's tone. Quote a phrase that creates it.
- What is the effect of the final line's "not whether... but whether" structure?

SAYS

HOW

WHY

MEANS

MEANS

## Spot the Rhetoric

**Ethos** — where does the author sound credible & fair?

**Pathos** — which image makes you *feel* something?

**Logos** — which sentence leans on data & logic?

## Socratic Seminar

- ? Is a good night's sleep a right, a privilege, or a responsibility — and whose?
- ? When strong evidence meets real logistics, how should a school decide?
- ? Where is the line between an author being persuasive and being manipulative?

