At a Glance
Evaluating the positives and negatives of positions on issues such as
• creating a new organization
• requiring all high school students to participate in community service
• changing the requirements for citizenship

Differentiated Instruction: Lesson 2
For regular or advanced students, use the graphic organizer with an example topic. (See step number 2.) For struggling students, use the graphic organizer for a group discussion on the topic they will actually write about.

LESSON 1 SUPPORT FOR READING
Step-by-Step Strategy
1. Using the students’ reading assignment, identify an issue that has both positive and negative arguments. On the graphic organizer, enter it in the form of a “should” statement. For example, “We should spend money to develop renewable energy resources.”
2. Ask students to identify arguments that are positive, or support the position on the issue. Record them on the graphic organizer. Repeat the process for negatives.
3. Lead a class discussion of the results of this process. Based on the listed arguments, what is the class’s position on the issue?
4. End by asking students to read the material in the textbook covering this topic and write a thesis statement taking a side on the issue.

LESSON 2 SUPPORT FOR WRITING
Step-by-Step Strategy
1. Assign a persuasive essay discussing an issue from students’ current reading.
2. Use the Positive-Negative Chart to model the evaluation of positive and negative arguments about an issue. Use an issue that is relevant to students’ lives, such as “The state should lower the driving age.”
3. Tell them to create a Positive-Negative Chart on the issue they will write about in their persuasive papers.
4. Give students this format for their writing assignment.
   • State a position on the issue.
   • Discuss the positive details and examples—the ones that support your position. Save the most convincing details and examples for last.
   • Explain why the negative details and examples—the ones that do not support your position, should not affect anyone’s position on the issue.
   • Draw a conclusion in favor of your position based on the positives and negatives.