**At a Glance**
- Proposing an idea for a new invention to a financial backer
- Writing a letter to the editor of a newspaper
- Writing a campaign speech

**Differentiated Instruction: Lesson 2**
For advanced students, have them use their outlines to write a speech. Have students deliver their speeches to the class.

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**LESSON 1 SUPPORT FOR READING**

**Step-by-Step Strategy**

1. From students’ reading selection, choose a commonly debated issue. Have students come up with a thesis statement for the issue and enter it on the graphic organizer.

2. Tell students to identify reasons, words, and feelings supporting the issue. Record them in the graphic organizer as either benefits that appeal to reason or as benefits that appeal to emotion.

3. Ask volunteers to suggest possible arguments in support of the issue and record three of these arguments in the Organization section of the chart.

4. End the lesson by asking students to discuss the pros and cons of each argument.

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**LESSON 2 SUPPORT FOR WRITING**

**Step-by-Step Strategy**

1. Ask students to think of a student government office they would like to run for. Have them come up with a thesis statement that clearly explains their purpose.

2. Tell students to list in the graphic organizer all the reasons why the student body should vote for them. Monitor students to make sure they are entering appeals to reason and emotion in the correct places on the graphic organizer.

3. Encourage students to select the three strongest appeals and turn these into arguments. Record the arguments in the Organization section.

4. Tell students to use their graphic organizers to write an outline for a campaign speech.

5. Give them the following format for their assignment.
   - Begin with one clear sentence stating the purpose.
   - Write one sentence for each of the three arguments.
   - Write one sentence supporting each argument by using appeals to emotion or reason.