



NYS Learning Standard	English Language Arts 2: Language for Literary Response and Expression English Language Arts 3: Language for Critical Analysis and Evaluation Social Studies 5: Civics, Citizenship, and Government
Goals	Analyze letters to the editor to determine point of view of the writer. Express an opposing point of view accurately in a response.
Materials	One letter to the editor for each student
Activity	Identify letters to the editor that pertain to issues of diversity, such as racial issues, religious freedom, and ethnic differences. Cut these letters out of the newspaper. Each student selects and reads a letter. Students create a t-chart. On one side, they make notes about the writer's beliefs as stated or implied in the letter. On the other side, they note opposing viewpoints. (Students may need to use other resources to research the issue.) Taking on the role of a person representing the opposing viewpoint, students write a response letter to the editor that appropriately and effectively represents the opposing viewpoint.
Extension	Students take on the role of the original letter writer and create that person's position on another controversial issue. Their point of view on this new issue should be consistent with the original letter writer's political leaning. Students write a letter on the new issue as if they are the original letter writer, using the same writing style and tone.