RLP English 10A — Justice, Conscience and the Law

STUDENT WORKBOOK · UNIT 3 · WEEKS 9-12

The Rhetoric of Resistance

Anchor text: Henry David Thoreau, Resistance to Civil Government (1849); the Declaration of Sentiments (Seneca Falls, 1848); Susan B. Anthony, Is It a Crime for a Citizen of the United States to Vote? (1873); Emmeline Pankhurst, Freedom or Death (1913) — all public domain

NAME	PERIOD	TEACHER

What you will hand in

1. **Lesson 3.1** — Rhetoric annotation of Civil Disobedience with purpose, audience and three devices analyzed (workbook p. 7)
2. **Lesson 3.2** — Side-by-side structural comparison and a parallel-structure writing set (workbook p. 8)
3. **Lesson 3.3** — Speaker evaluation chart and a recorded comparative evaluation with discussion question (workbook p. 9)
4. **Lesson 3.4** — Two rhetorical precis drafts with peer feedback (workbook p. 10)
5. **Lesson 3.5** — Four-part project: precis, 700-900 word analysis, annotated rewrite, recorded reading (workbook pp. 11–13)

How to use this workbook

1. Every page here matches a lesson in the online course. Bring the page to the lesson; do not fill it in afterwards from memory.
2. The organizer pages are your **drafting space**. Anything scored is submitted online, in the lesson's own submit box: type or paste your answer from the page, and keep the paper page as your working copy. Page 10 is the Stage 1 organizer. Page 12 is the peer review sheet for Stage 2 — copy it once for each classmate you review (two are required). The course will not open the final draft until Stages 1 and 2 are submitted.
3. Write in it. Cross things out. A clean workbook at the end of a unit usually means the thinking happened somewhere else, or not at all.

Henry David Thoreau, *Resistance to Civil Government* (1849), later known as *Civil Disobedience*; the Declaration of Independence (1776); the Declaration of Sentiments (Seneca Falls, 1848), as printed in *History of Woman Suffrage*, vol. 1 (1881); Susan B. Anthony, "Is It a Crime for a Citizen of the United States to Vote?" (1873), as printed in *History of Woman Suffrage*, vol. 2 (1882); Emmeline Pankhurst, "Freedom or Death" (Hartford, Connecticut, November 13, 1913). All public domain. Composition instruction adapted from *Writing for Success* (BCcampus OpenEd, CC BY 4.0). Adapted and structured for classroom delivery by Sejal Learning Systems.

Unit 3 at a glance

#	Lesson	You produce	Workbook page	Standards
3.1	**Thoreau and the Duty to Disobey — Purpose, Audience and Rhetoric** Anchor Text & Close Reading	Rhetoric annotation of Civil Disobedience with purpose, audience and three devices analyzed	p. 7	9-10.RI.2.B, 9-10.RI.1.A, 9-10.RI.1.B, 9-10.RI.2.C
3.2	**Language Lab — Borrowed Structure: The Declaration of Sentiments** Rhetoric & Language Lab	Side-by-side structural comparison and a parallel-structure writing set	p. 8	9-10.W.3.A.c, 9-10.RI.2.A, 9-10.RL.1.B, 9-10.RL.2.C, 9-10.W.2.A
3.3	**Listening Lab — Anthony and Pankhurst: Evaluating Two Speakers** Socratic Dialogue & Listening Lab	Speaker evaluation chart and a recorded comparative evaluation with discussion question	p. 9	9-10.SL.1.B, 9-10.RI.2.D, 9-10.SL.1.A
3.4	**Writing Workshop — The Four-Sentence Rhetorical Precis** Recursive Writing Workshop	Two rhetorical precis drafts with peer feedback	p. 10	9-10.W.2.A, 9-10.RI.1.D, 9-10.RI.1.A
3.5	**Key Assignment — Rhetorical Analysis and Audience Rewrite** Culminating Unit Assessment	Four-part project: precis, 700-900 word analysis, annotated rewrite, recorded reading	pp. 11–13	9-10.W.2.A, 9-10.RI.2.B, 9-10.W.3.A.b, 9-10.SL.2.A, 9-10.SL.2.B, 9-10.W.3.A

The key assignment

Rhetorical Analysis Project and Audience Rewrite.

Unit 3 reading schedule

> One row per lesson. Tick each row when you have finished the reading, not when you have started it.

Lesson	Read	Bring to the lesson	Done
9	Thoreau, Resistance to Civil Government (1849): five passages and the annotation frame (Lesson 3.1)	Your annotation: purpose, audience and three devices	
10	The Declaration of Independence (1776) and the Declaration of Sentiments (1848), side by side (Lesson 3.2)	Your five matched pairs; four parallel sentences and one using anaphora	
11	Anthony, "Is It a Crime…?" (1873) and Pankhurst, "Freedom or Death" (1913); the mentor passage and model precis (Lessons 3.3-3.4)	Your speaker evaluation chart and recording; two precis drafts and your Stage 1 plan	
12	The key assignment packet; reread your chosen text in full (Lesson 3.5)	Your project planner: analysis outline, annotated rewrite, reading rehearsed	

Vocabulary in context

Fill the right-hand column *before* you read the definitions on page 6. A definition you wrote from the way a word was used is one you will still have in June; a definition you copied is not.

Term	Lesson	In my own words
purpose	3.1	
aphorism	3.1	
rhetorical question	3.1	
ethos	3.1	
complicity	3.1	
parallel structure	3.2	
anaphora	3.2	
grievance	3.2	
elective franchise	3.2	
usurpation	3.2	
logos	3.3	
pathos	3.3	
false analogy	3.3	
suffragist / suffragette	3.3	
sufficiency	3.3	

Vocabulary in context (continued)

Term	Lesson	In my own words
rhetorical precis	3.4	
objective summary	3.4	
rhetorically accurate verb	3.4	
method	3.4	
tone	3.4	

The definitions, for checking afterwards

> Check these only after your own column is full. Where you disagree with the definition, work out which of you the text supports — that disagreement is worth more than the definition.

purpose 3.1 — What an author aims to achieve with a particular audience.

aphorism 3.1 — A short, memorable statement of a general truth.

rhetorical question 3.1 — A question asked for effect, not to get an answer.

ethos 3.1 — An appeal to the speaker's credibility or character.

complicity 3.1 — Involvement in a wrong by supporting or tolerating it.

parallel structure 3.2 — Expressing related ideas in the same grammatical form.

anaphora 3.2 — Repeating the same words at the start of successive clauses.

grievance 3.2 — A stated wrong or complaint.

elective franchise 3.2 — The right to vote.

usurpation 3.2 — Wrongfully seizing power or a right belonging to another.

logos 3.3 — An appeal to reason and evidence.

pathos 3.3 — An appeal to emotion.

false analogy 3.3 — A comparison between things that are not alike in the ways that matter.

suffragist / suffragette 3.3 — A campaigner for women's right to vote; 'suffragette' named the militant British movement.

sufficiency 3.3 — Whether evidence is enough to support a claim.

rhetorical precis 3.4 — A four-sentence summary of a text's claim, method, purpose and audience.

objective summary 3.4 — An account of a text's content without the reader's evaluation.

rhetorically accurate verb 3.4 — A verb that precisely describes what an author does — argues, implies, demonstrates.

method 3.4 — The sequence of moves by which an author develops a claim.

tone 3.4 — The author's attitude toward subject and audience, conveyed through language.

Annotation frame — Thoreau's purpose, audience and three devices

Lesson 3.1 — Thoreau and the Duty to Disobey — Purpose, Audience and Rhetoric · 9-10.RI.2.B, 9-10.RI.1.A, 9-10.RI.1.B, 9-10.RI.2.C

Thoreau is not only explaining why he went to jail. He is trying to move neighbors who already agree with him to act. Annotate for that purpose and that audience, then take three choices apart.

PURPOSE: WHAT DOES THOREAU WANT THE READER TO DO OR BELIEVE?

AUDIENCE: WHO IS HE SPEAKING TO, AND WHAT DO THEY ALREADY THINK?

Device	Quoted	What it does for his purpose with this audience	One risk it carries

WHICH OF THE THREE CHOICES CARRIES THE GREATEST RISK, AND WHY DID HE TAKE IT?

Two declarations side by side — borrowed structure

Lesson 3.2 — Language Lab — Borrowed Structure: The Declaration of Sentiments · 9-10.W.3.A.c, 9-10.RI.2.A, 9-10.RL.1.B, 9-10.RL.2.C, 9-10.W.2.A

Stanton could have written a new argument from scratch. Instead she rewrote the most famous American document, and that choice is the argument. Match five passages and name each change.

1776 (quoted)	1848 (quoted)	The change Stanton made	Its effect

FOUR SENTENCES COMPARING THOREAU AND STANTON, EACH IN PARALLEL FORM

ONE SENTENCE USING ANAPHORA

PARALLEL CHECK

- [ ] Every item in a series shares one grammatical form
- [ ] The last item in each series does not break the pattern

Speaker evaluation — Anthony and Pankhurst

Lesson 3.3 — Listening Lab — Anthony and Pankhurst: Evaluating Two Speakers · 9-10.SL.1.B, 9-10.RI.2.D, 9-10.SL.1.A

Both were breaking laws to win the vote; they argued very differently. Evaluate each speech in four parts — claim, evidence, reasoning, rhetoric — then name the weak point you would test. Use one row for each.

Part	Anthony (1873)	Pankhurst (1913)

FALLACIOUS REASONING, OR EXAGGERATED OR DISTORTED EVIDENCE — NAME IT, AND SAY WHERE

MY 90-SECOND COMPARATIVE EVALUATION: WHICH SPEAKER REASONS BETTER, AND ON WHAT EVIDENCE?

MY QUESTION FOR THE CLASS, CONNECTING THE COMPARISON TO A BROADER THEME

Stage 1 — two rhetorical precis and the project plan

Lesson 3.4 — Writing Workshop — The Four-Sentence Rhetorical Precis · `9-10.W.2.A, 9-10.RI.1.D, 9-10.RI.1.A`

This page is **submitted and scored**. Exactly four sentences: (1) author, genre, title, occasion, an accurate verb and the claim; (2) how the claim is developed, in order — moves, not topics; (3) the purpose, with an "in order to" phrase; (4) the audience and the author's relationship with it. Never *says* or *talks about*.

PRECIS 1 — TEXT:

PRECIS 2 — TEXT:

AFTER PEER REVIEW: WHAT I CHANGED IN ONE PRECIS, AND WHY

Choice I will analyze (device, structure, evidence or word)	Quotation	Risk?

THE 150-WORD PASSAGE I WILL REWRITE (FIRST AND LAST WORDS)

Project planner — analysis, audience rewrite and reading

Lesson 3.5 — Key Assignment — Rhetorical Analysis and Audience Rewrite · 9-10.W.2.A, 9-10.RI.2.B, 9-10.W.3.A.b, 9-10.SL.2.A, 9-10.SL.2.B, 9-10.W.3.A

Analyze rhetoric, then use it. The rule for the rewrite: change the register, not the argument. Keep every claim and every essential piece of evidence.

MY TEXT, AND THE AUTHOR'S PURPOSE WITH THIS AUDIENCE

Choice	Quoted	Effect on THIS audience	Connection to the purpose

THE RISK PARAGRAPH: WHICH CHOICE WORKS AGAINST THE AUTHOR'S INTEREST, AND WHY DID THE AUTHOR TAKE THE RISK?

MY NEW PRESENT-DAY AUDIENCE (A SCHOOL BOARD, AN OP-ED, A SOCIAL-MEDIA POST, A SPEECH TO NINTH GRADERS…)

Change (a word / a sentence structure / a reference)	What it gains	What it loses

BEFORE I SUBMIT

- [ ] Every claim and every essential piece of evidence in the original survives in my rewrite
- [ ] Analysis 700-900 words; rewrite 150 words, with three annotations
- [ ] My analysis explains effect on a specific audience, not just names devices
- [ ] I rehearsed the two-minute reading aloud, for that audience

Peer review sheet

Lesson 3.5 · Stage 2 of the key assignment

Use one copy of this sheet for each of the two classmates you review. Use it on a classmate's rough draft. You are reviewing against the criteria the final essay is scored on — not against your own taste. Every comment must point at a sentence.

DRAFT WRITER / REVIEWER

Criterion	Where I see it working (quote the sentence)	One specific change that would improve it
Precis (9-10.W.2.A)		
Analysis (9-10.RI.2.B)		
Risk paragraph (9-10.RI.2.D)		
Rewrite fidelity (9-10.W.3.A.b, 9-10.W.2.A)		
Reading (9-10.SL.2.A / 9-10.SL.2.B)		
Process (9-10.W.3.A)		

THE SINGLE MOST USEFUL CHANGE THIS WRITER COULD MAKE

One. Not five — a reviewer who names five names none.

> **Draft writer:** you will submit a revision note naming one specific change you made and the comment that caused it. Disagreeing with your reviewer is allowed; ignoring them without a reason is not.

MY REVISION NOTE

How this unit's essay is scored

Lesson 3.5

> These are the criteria your work is scored on, at the **proficient** level (the lesson holds the full four-level rubric). Score yourself in the middle column before you submit; the gap between your column and theirs is the most useful feedback in the unit.

Criterion	What proficient looks like	Me	Teacher
Precis (9-10.W.2.A)	Accurate verb, method, purpose, audience.		
Analysis (9-10.RI.2.B)	Three choices analyzed for effect on this audience, each tied to purpose.		
Risk paragraph (9-10.RI.2.D)	A choice working against the author's interest, explained.		
Rewrite fidelity (9-10.W.3.A.b, 9-10.W.2.A)	Register changed; argument and evidence intact; annotations name gains and losses.		
Reading (9-10.SL.2.A / 9-10.SL.2.B)	Delivery fits the new audience.		
Process (9-10.W.3.A)	Revision note names a specific change and the feedback behind it.		

Submission stages

1. **Stage 1 — Precis and plan.** Revised precis, three chosen devices with quotations, and the passage selected for rewriting.
2. **Stage 2 — Peer-reviewed draft.** A partner checks that the rewrite keeps every claim; submit a revision note.
3. **Stage 3 — Final analysis and annotated rewrite.** 700-900 words plus the 150-word rewrite with annotations.
4. **Stage 4 — Two-minute recorded reading** of the rewrite for its new audience.

Revision log

> One line per change: *what I changed, and why.* "Fixed grammar" is not a change; "cut the first paragraph because the essay actually started in the second" is.

Draft	What I changed	Why — and what made me see it