RLP English 10B — Power, Voice and Change

STUDENT WORKBOOK · UNIT 3 · WEEKS 9-12

Liberty in Crisis — Seminal Presidential Addresses

Anchor text: Abraham Lincoln, Second Inaugural Address (1865); Franklin D. Roosevelt, Annual Message to Congress, 'The Four Freedoms' (1941); Dwight D. Eisenhower, Farewell Address (1961); John F. Kennedy, Inaugural Address (1961) — all public domain U.S. government works

NAME	PERIOD	TEACHER

What you will hand in

1. **Lesson 3.1** — Theme-and-concept chart across the four addresses with quoted evidence (workbook p. 7)
2. **Lesson 3.2** — Sentence-analysis set and a paragraph written with deliberate clause variety (workbook p. 8)
3. **Lesson 3.3** — Delineation chart for one address and a seminar question (workbook p. 9)
4. **Lesson 3.4** — Stage 1 argument organizer with claim, reasons, counterclaim and evidence for each (workbook p. 10)
5. **Lesson 3.5** — Three-stage argument essay plus recorded public address (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.

Abraham Lincoln, Second Inaugural Address (4 March 1865), text from the Avalon Project, Yale Law School; Franklin D. Roosevelt, Annual Message to Congress, "The Four Freedoms" (6 January 1941), transcript from the U.S. National Archives; Dwight D. Eisenhower, Farewell Address (17 January 1961), transcript from the U.S. National Archives; John F. Kennedy, Inaugural Address (20 January 1961), text from the Avalon Project; George Washington, Farewell Address (1796), Avalon Project, for comparison. All public-domain U.S. government works. 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	**Four Speeches, One Question — What Does Liberty Ask of Us?** Anchor Text & Close Reading	Theme-and-concept chart across the four addresses with quoted evidence	p. 7	9-10.RI.3.B, 9-10.RI.3.C, 9-10.RI.1.A, 9-10.RI.2.A, 9-10.RI.1.D
3.2	**Language Lab — The Architecture of the Presidential Sentence** Rhetoric & Language Lab	Sentence-analysis set and a paragraph written with deliberate clause variety	p. 8	9-10.W.3.A.c, 9-10.RI.1.B, 9-10.RI.2.C, 9-10.RL.1.B, 9-10.RL.2.C, 9-10.W.2.A
3.3	**Delineation Lab — Claims, Reasons, Evidence and Assumptions** Socratic Dialogue & Listening Lab	Delineation chart for one address and a seminar question	p. 9	9-10.RI.2.D, 9-10.SL.1.B, 9-10.RI.3.B, 9-10.RI.3.C
3.4	**Writing Workshop — Claims and Counterclaims Across Documents** Recursive Writing Workshop	Stage 1 argument organizer with claim, reasons, counterclaim and evidence for each	p. 10	9-10.W.2.A, 9-10.W.3.A, 9-10.RI.1.A
3.5	**Key Assignment — Seminal Addresses Argument Essay and Public Address** Culminating Unit Assessment	Three-stage argument essay plus recorded public address	pp. 11–13	9-10.W.2.A, 9-10.RI.3.B, 9-10.RI.3.C, 9-10.SL.2.A, 9-10.SL.2.B, 9-10.SL.2.C, 9-10.W.3.A

The key assignment

Seminal Addresses Argument Essay, 1,000-1,200 words, with recorded public address.

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	All four addresses, complete: Lincoln (1865), Roosevelt (1941), Eisenhower (1961), Kennedy (1961) (Lesson 3.1)	Your theme-and-concept chart and comparison paragraph	
10	Mentor sentences from the four addresses and Washington's Farewell Address (1796) (Lesson 3.2)	Four labeled sentences and your 150-word paragraph	
11	Roosevelt's "Four Freedoms" reread beside Washington; the mentor paragraph and model organizer (Lessons 3.3-3.4)	Your delineation chart and seminar question; your Stage 1 organizer	
12	The two or more addresses you are writing about, reread in full (Lesson 3.5)	Your essay plan and three-minute address plan	

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
seminal document	3.1	
inaugural address	3.1	
military-industrial complex	3.1	
reinterpretation	3.1	
charge	3.1	
periodic sentence	3.2	
chiasmus	3.2	
prepositional phrase	3.2	
dependent clause	3.2	
infinitive phrase	3.2	
delineate	3.3	
assumption	3.3	
valid reasoning	3.3	
false dilemma	3.3	
sufficiency	3.3	

Vocabulary in context (continued)

Term	Lesson	In my own words
relationship claim	3.4	
counterclaim	3.4	
limitation	3.4	
official text	3.4	
mobilization	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.

seminal document 3.1 — A foundational text that shapes later thought and argument.

inaugural address 3.1 — The speech given when a president takes office.

military-industrial complex 3.1 — Eisenhower's term for the alliance of the armed forces and the arms industry.

reinterpretation 3.1 — Giving established ideas a new meaning for new circumstances.

charge 3.1 — In a speech, a direct call to the audience to act.

periodic sentence 3.2 — A sentence that withholds its main clause until the end.

chiasmus 3.2 — A figure that reverses the order of terms in parallel clauses.

prepositional phrase 3.2 — A phrase beginning with a preposition — 'with malice toward none.'

dependent clause 3.2 — A clause that cannot stand alone and depends on a main clause.

infinitive phrase 3.2 — A phrase built on 'to' plus a verb, often expressing purpose.

delineate 3.3 — To lay out the parts of an argument: claim, reasons, evidence, assumptions.

assumption 3.3 — An unstated belief that must be true for reasons to support a claim.

valid reasoning 3.3 — Reasoning in which the conclusion follows from the reasons.

false dilemma 3.3 — Presenting only two options when others exist.

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

relationship claim 3.4 — A claim about how texts connect, differ or transform one another.

counterclaim 3.4 — An opposing claim, stated fairly with its own evidence.

limitation 3.4 — A point where one's own claim is weaker or incomplete.

official text 3.4 — A document's authoritative version from an archive or government source.

mobilization 3.4 — Organizing a nation's people and resources for a collective effort.

Theme-and-concept chart — four addresses, one question

Lesson 3.1 — Four Speeches, One Question — What Does Liberty Ask of Us? · `9-10.RI.3.B, 9-10.RI.3.C, 9-10.RI.1.A, 9-10.RI.2.A, 9-10.RI.1.D`

Each address answers the same question for its own crisis: what does liberty ask of us? One row per address, in order: Lincoln, Roosevelt, Eisenhower, Kennedy.

Address	Danger named	Liberty means…	Obligation asked of citizens	Quotation

ROOSEVELT'S FREEDOMS OF SPEECH AND WORSHIP ECHO THE FIRST AMENDMENT. WHAT DO WANT AND FEAR ADD?

HOW TWO OF THE ADDRESSES REINTERPRET THE FOUNDING IDEALS FOR THEIR MOMENT

Sentence architecture — phrases, clauses and emphasis

Lesson 3.2 — Language Lab — The Architecture of the Presidential Sentence · 9-10.W.3.A.c, 9-10.RI.1.B, 9-10.RI.2.C, 9-10.RL.1.B, 9-10.RL.2.C, 9-10.W.2.A

Presidential prose earns its weight through structure. Label the phrases and clauses in four sentences from the addresses, name the structure (periodic sentence, parallel phrases, chiasmus, the short sentence), and name its effect.

Sentence (address)	Phrases and clauses, labeled	Structure	Effect

MY 150-WORD PARAGRAPH ABOUT ONE ADDRESS — MARK THE PERIODIC SENTENCE (P), THE PARALLEL PHRASES (//) AND THE SHORT SENTENCE FOR EMPHASIS (S)

THE STRUCTURE I FOUND HARDEST TO WRITE, AND WHY

Delineation chart — one address, separated into its parts

Lesson 3.3 — Delineation Lab — Claims, Reasons, Evidence and Assumptions · `9-10.RI.2.D, 9-10.SL.1.B, 9-10.RI.3.B, 9-10.RI.3.C`

Delineate before you judge: agreeing with a conclusion and finding its reasoning valid are separate judgments. Rows: the claim; reason 1; reason 2; reason 3; one unstated assumption.

THE ADDRESS I AM DELINEATING

Part	What the address says, in my words	Evidence (quoted)

IS THE REASONING VALID? IS THE EVIDENCE RELEVANT AND SUFFICIENT? ANY FALLACY?

False dilemma, appeal to fear, authority or pride: name it only where the text shows it.

MY SEMINAR QUESTION, TO PROBE REASONING RATHER THAN OPINION

Stage 1 — relationship claim, reasons and counterclaim

Lesson 3.4 — Writing Workshop — Claims and Counterclaims Across Documents · `9-10.W.2.A, 9-10.W.3.A, 9-10.RI.1.A`

This page is **submitted and scored**. A relationship claim names what two addresses share, what changes when the later speaker takes up the earlier one's language, and why. A comparison of their content is not yet a claim.

MY RELATIONSHIP CLAIM

Reason	Quotation (address)	How it supports the claim

COUNTERCLAIM, WITH ITS OWN EVIDENCE (QUOTED)

MY ANSWER TO THE COUNTERCLAIM

One strength of my claim	One limitation of my claim

THE SENTENCE WHOSE STRUCTURE I WILL ANALYZE, AND WHAT ITS STRUCTURE DOES

Essay planner and three-minute public address

Lesson 3.5 — Key Assignment — Seminal Addresses Argument Essay and Public Address · 9-10.W.2.A, 9-10.RI.3.B, 9-10.RI.3.C, 9-10.SL.2.A, 9-10.SL.2.B, 9-10.SL.2.C, 9-10.W.3.A

Argue how two or more addresses define liberty and the obligations it carries, and what changes when a later speaker takes up an earlier one's ideals. Then turn the argument into a three-minute address to a civic audience.

THESIS — A CLAIM ABOUT THE RELATIONSHIP BETWEEN THE TEXTS

Section	The claim it advances	Address and quotation	Done

BEFORE I SUBMIT

- ☐ One address delineated: claim, reasons, evidence (Lesson 3.3)
- ☐ A counterclaim with its own evidence, answered
- ☐ One sentence's structure analyzed as evidence (Lesson 3.2)
- ☐ Quotations cited from the official texts
- ☐ 1,000-1,200 words, and I counted

Part of the address	What I say	Seconds

THE ONE LINE MY AUDIENCE SHOULD HOLD ON TO

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
Claim (9-10.W.2.A)		
Delineation (9-10.RI.2.D)		
Documents in relation (9-10.RI.3.B / 9-10.RI.3.C)		
Counterclaim (9-10.W.2.A)		
Language as evidence (9-10.W.3.A.c)		
Public address (9-10.SL.2.A, 9-10.SL.2.B, 9-10.SL.2.C)		

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
Claim (9-10.W.2.A)	Precise claim about the relationship between texts.		
Delineation (9-10.RI.2.D)	At least one address's claim, reasons, evidence and assumption laid out and evaluated.		
Documents in relation (9-10.RI.3.B / 9-10.RI.3.C)	Shows what changes when a later speaker takes up an earlier one's ideals.		
Counterclaim (9-10.W.2.A)	Fair, evidenced, answered; own limitation named.		
Language as evidence (9-10.W.3.A.c)	At least one sentence's structure analyzed.		
Public address (9-10.SL.2.A, 9-10.SL.2.B, 9-10.SL.2.C)	Adapted to a civic audience; claim early; other side answered.		

Submission stages

1. **Stage 1 — Organizer** from Lesson 3.4, with delineation chart from Lesson 3.3.
2. **Stage 2 — Peer-reviewed draft.** A partner checks the claim is about relationship, not content, and tests the counterclaim; submit a revision note.
3. **Stage 3 — Final essay.** 1,000-1,200 words, citations from official texts.
4. **Stage 4 — Three-minute public address.** A live address in a scheduled session is an equal-credit alternative.

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