RLP English 11A — Founding Arguments and the American Self

**STUDENT WORKBOOK · UNIT 1 · WEEKS 1-4**

# The Argument for a Nation — Paine, the Founders and Those They Left Out

**Anchor text:** Thomas Paine, Common Sense (1776), read complete and in order (Introduction, four sections and Appendix); John Winthrop, 'A Model of Christian Charity' (1630; first printed 1838), excerpt; Abigail Adams to John Adams, 31 March 1776; Phillis Wheatley, 'On Being Brought from Africa to America' (1773); Benjamin Franklin's 'Join, or Die' cartoon (1754); the Preamble to the Constitution (1787); Publius (James Madison), The Federalist Nos. 10 and 51 (1787-1788)

**Full-length work:** Common Sense — Thomas Paine (1776), read complete as a book-length pamphlet

| NAME | PERIOD | TEACHER |
|---|---|---|
| | | |

## What you will hand in

1. **Lesson 1.1** — Argument map begun: full rows for the Introduction and Section 1, each with a quotation and a purpose statement, and predicted rows for the sections still to come (workbook p. 9)
2. **Lesson 1.2** — A numbered premise chart for one argument in Section 2 plus an online formative check (workbook p. 10)
3. **Lesson 1.3** — Usage log of six eighteenth-century forms with modern equivalents, and a reasoned ruling on one contested usage (workbook p. 11)
4. **Lesson 1.4** — A key-term tracker for one term in Section 3 plus an online formative check (workbook p. 12)
5. **Lesson 1.5** — Premise chart for Federalist 10 or 51 tested against Section 4 of Common Sense, and a recorded seminar contribution in an assigned role (workbook p. 13)
6. **Lesson 1.6** — Stage 1 organizer: claim, significance, opposing claim, three reasons with evidence, counterclaim plan, and the transition that opens each section (workbook p. 14)
7. **Lesson 1.7** — An objective summary of the Appendix with one reasoning passage and one insult evaluated, plus an online formative check (workbook p. 15)
8. **Lesson 1.8** — Three-stage essay and a three-minute recorded persuasive address (workbook pp. 16–18)

## 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 14 is the Stage 1 organizer. Page 17 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.

Thomas Paine, *Common Sense* (1776), Project Gutenberg #147; *The Federalist* Nos. 10 and 51 (1787-88), #1404; Brutus, Essay I (1787); John Winthrop, "A Model of Christian Charity" (1630); Abigail Adams to John Adams, 31 March 1776, #34123; Phillis Wheatley, *Poems on Various Subjects* (1773), #409; Franklin, "Join, or Die" (1754); the Constitution (1787), #5. 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 1 at a glance

| # | Lesson | You produce | Workbook page | Standards |
|---|---|---|---|---|
| 1.1 | **Common Sense — Reading the Argument That Made a Nation**<br>Anchor Text & Close Reading | Argument map begun: full rows for the Introduction and Section 1, each with a quotation and a purpose statement, and predicted rows for the sections still to come | p. 9 | 11-12.RI.3.B, 11-12.RI.3.C, 11-12.RI.1.A, 11-12.RI.3.D, 11-12.RI.2.A, 11-12.RI.3.A, 11-12.RI.1.C, 11-12.RL.1.B, 11-12.RI.1.B |
| 1.2 | **The Case Against Kings: Monarchy and Hereditary Succession**<br>Anchor Text & Close Reading | A numbered premise chart for one argument in Section 2 plus an online formative check | p. 10 | 11-12.RI.2.B, 11-12.RI.2.D, 11-12.RI.1.A, 11-12.RI.3.D, 11-12.RL.1.B, 11-12.RL.2.C |
| 1.3 | **Language Lab — Usage Is a Convention: Reading Adams and Wheatley**<br>Rhetoric & Language Lab | Usage log of six eighteenth-century forms with modern equivalents, and a reasoned ruling on one contested usage | p. 11 | 11-12.W.3.A.c, 11-12.RL.1.B, 11-12.RI.1.B, 11-12.RL.2.C, 11-12.W.2.A |
| 1.4 | **The Present State of American Affairs: Paine's Call to Independence**<br>Anchor Text & Close Reading | A key-term tracker for one term in Section 3 plus an online formative check | p. 12 | 11-12.RI.1.B, 11-12.RI.2.C, 11-12.RI.2.A, 11-12.RI.2.B, 11-12.RI.1.A, 11-12.RI.3.D |
| 1.5 | **Seminar — Faction and the Large Republic: Federalist 10 and 51**<br>Socratic Dialogue & Listening Lab | Premise chart for Federalist 10 or 51 tested against Section 4 of Common Sense, and a recorded seminar contribution in an assigned role | p. 13 | 11-12.RI.2.D, 11-12.SL.1.A, 11-12.RI.2.A, 11-12.RI.3.B, 11-12.RI.3.C |
| 1.6 | **Writing Workshop — Delineating Reasoning: Claims, Premises and Counterclaims**<br>Recursive Writing Workshop | Stage 1 organizer: claim, significance, opposing claim, three reasons with evidence, counterclaim plan, and the transition that opens each section | p. 14 | 11-12.W.2.A, 11-12.W.3.A.d, 11-12.RI.1.A, 11-12.W.3.A, 11-12.RI.2.B |
| 1.7 | **The Appendix: Paine Answers the King's Speech**<br>Anchor Text & Close Reading | An objective summary of the Appendix with one reasoning passage and one insult evaluated, plus an online formative check | p. 15 | 11-12.RI.1.D, 11-12.RI.2.D, 11-12.RI.1.A, 11-12.RI.3.D, 11-12.SL.1.B |
| 1.8 | **Key Assignment — Rhetorical Analysis of a Founding Argument**<br>Culminating Unit Assessment | Three-stage essay and a three-minute recorded persuasive address | pp. 16–18 | 11-12.W.2.A, 11-12.RI.2.B, 11-12.RI.2.D, 11-12.W.3.A.d, 11-12.W.3.A.a, 11-12.SL.2.A, 11-12.SL.2.B, 11-12.SL.2.C, 11-12.W.3.A.c |

## The key assignment

Rhetorical Analysis of a Founding Argument, 1,300-1,600 words.

# Unit 1 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 |
|---|---|---|---|
| 1 | Common Sense: Introduction and Section 1; Section 2; Franklin's "Join, or Die" (1754) (Lessons 1.1-1.2) | Your argument map begun (Introduction and Section 1 rows full, predictions for the rest); your premise chart for one Section 2 argument | |
| 2 | Common Sense: reread Introduction–Section 2 with Abigail Adams's letter of 31 March 1776 and Wheatley's poem; Section 3 (Lessons 1.3-1.4) | Your usage log and ruling; your key-term tracker for Section 3 | |
| 3 | Common Sense: Section 4, with The Federalist Nos. 10 and 51 and Brutus, Essay I; reread Introduction–Section 4 (Lessons 1.5-1.6) | Your Madison premise chart and 60-second seminar opening; your Stage 1 organizer | |
| 4 | Common Sense: Appendix; the whole pamphlet, with Winthrop's "A Model of Christian Charity" and the Preamble (Lessons 1.7-1.8) | Your objective summary of the Appendix; the completed argument map; your essay and address planner | |

# Vocabulary in context

Fill the right-hand column *before* you read the definitions on page 7. 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 |
|---|---|---|
| **pamphlet** | 1.1 | |
| **first principles** | 1.1 | |
| **hereditary succession** | 1.1 | |
| **plain style** | 1.1 | |
| **foundational document** | 1.1 | |
| **monarchy** | 1.2 | |
| **usurpation** | 1.2 | |
| **argument by elimination** | 1.2 | |
| **argument from authority** | 1.2 | |
| **ridicule** | 1.2 | |
| **usage** | 1.3 | |
| **convention** | 1.3 | |
| **contested usage** | 1.3 | |
| **pun** | 1.3 | |
| **[sic]** | 1.3 | |

# Vocabulary in context (continued)

| Term | Lesson | In my own words |
|---|---|---|
| **reconciliation** | 1.4 | |
| **refutation** | 1.4 | |
| **key term** | 1.4 | |
| **rhetorical question** | 1.4 | |
| **asylum** | 1.4 | |
| **faction** | 1.5 | |
| **delineate** | 1.5 | |
| **premise** | 1.5 | |
| **checks and balances** | 1.5 | |
| **ratification** | 1.5 | |
| **rhetorical analysis** | 1.6 | |
| **precise claim** | 1.6 | |
| **significance** | 1.6 | |
| **counterclaim** | 1.6 | |
| **concession** | 1.6 | |

# Vocabulary in context (continued)

| Term | Lesson | In my own words |
|---|---|---|
| **appendix** | 1.7 | |
| **kairos** | 1.7 | |
| **dilemma** | 1.7 | |
| **testimony** | 1.7 | |
| **prerogative** | 1.7 | |

# 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.

**pamphlet** 1.1 — A short, cheaply printed booklet, the main medium of political argument in the eighteenth century.

**first principles** 1.1 — The basic assumptions an argument starts from, such as the purpose of government.

**hereditary succession** 1.1 — The passing of power by birth from parent to child.

**plain style** 1.1 — Direct, unornamented prose aimed at a broad audience.

**foundational document** 1.1 — A text later generations keep citing, revising and arguing with.

**monarchy** 1.2 — Government by a single ruler, usually a king or queen, who holds power for life.

**usurpation** 1.2 — Seizing power that one has no right to hold, often by force.

**argument by elimination** 1.2 — Reasoning that lists every possible explanation and rules each one out until only the writer's conclusion is left.

**argument from authority** 1.2 — Support for a claim drawn from a source the audience already trusts, such as scripture for Paine's readers.

**ridicule** 1.2 — Mockery used as persuasion: making an idea or a person look absurd rather than refuting them point by point.

**usage** 1.3 — The customary way words and forms are used by a community of speakers and writers.

**convention** 1.3 — An agreed practice that could have been otherwise and can change.

**contested usage** 1.3 — A form on which careful writers and style guides disagree.

**pun** 1.3 — A play on words that exploits two or more meanings of a word or of words that sound alike.

**[sic]** 1.3 — Latin for 'thus'; marks an error or oddity as being in the original source.

**reconciliation** 1.4 — In 1775-76, the restoring of friendly relations with Britain under the king, the outcome Paine argues against.

**refutation** 1.4 — The part of an argument that states an opposing claim and shows why it fails.

**key term** 1.4 — A word or phrase an argument depends on, whose meaning a writer may sharpen or change as the text goes on.

# The definitions (continued)

**rhetorical question** 1.4 — A question asked for effect rather than for an answer, used to lead a reader to a conclusion.

**asylum** 1.4 — A place of refuge and protection for people fleeing persecution.

**faction** 1.5 — In Madison's usage, a group united by a passion or interest adverse to others' rights or the common good.

**delineate** 1.5 — To trace the exact outline of an argument: its claims, premises and steps.

**premise** 1.5 — A statement an argument assumes or relies on to reach its conclusion.

**checks and balances** 1.5 — A design in which each branch of government can limit the others.

**ratification** 1.5 — Formal approval of the Constitution by the states.

**rhetorical analysis** 1.6 — An argument about how a text persuades its audience and how effectively.

**precise claim** 1.6 — A claim that names a specific audience, strategy and effect.

**significance** 1.6 — Why the claim matters beyond the text itself.

**counterclaim** 1.6 — A reasonable opposing claim that a writer presents fairly and answers.

**concession** 1.6 — Acknowledging what an opposing view gets right.

**appendix** 1.7 — Material added at the end of a book; Paine's Appendix was added to Common Sense after its first edition.

**kairos** 1.7 — The fit between an argument and its moment; an appeal to timing, such as Paine's claim that the present is the only right time.

**dilemma** 1.7 — An argument that leaves an opponent two choices, both damaging to their position.

**testimony** 1.7 — Here, a public statement of principles issued by a religious body; the Quakers' testimony opposed independence.

**prerogative** 1.7 — A right or power that belongs to one party alone, as the Quakers said the setting up of kings belongs to God.

# Argument map — the whole pamphlet, in order

Lesson 1.1 — Common Sense — Reading the Argument That Made a Nation · 11-12.RI.3.B, 11-12.RI.3.C, 11-12.RI.1.A, 11-12.RI.3.D, 11-12.RI.2.A, 11-12.RI.3.A, 11-12.RI.1.C, 11-12.RL.1.B, 11-12.RI.1.B

Paine builds agreement on first principles before he mentions the king, so the order of the parts is part of the argument. Fill the Introduction and Section 1 rows completely today. For Sections 2, 3 and 4 and the Appendix, write a one-line prediction from the passages in the lesson reading, then revise each row as you read that part.

| Part | Its purpose — or my prediction | One quotation | Why it comes here |
|---|---|---|---|
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| | | | |
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**"THE DESIGN AND END OF GOVERNMENT" IN SECTION 1 — AND THE STANDARD IT SETS FOR THE KING**

**"JOIN, OR DIE" (1754) BESIDE "THE CAUSE OF AMERICA IS IN A GREAT MEASURE THE CAUSE OF ALL MANKIND": WHAT CAN EACH MEDIUM DO THAT THE OTHER CANNOT?**

# Premise chart — one argument against kings

Lesson 1.2 — The Case Against Kings: Monarchy and Hereditary Succession · `11-12.RI.2.B, 11-12.RI.2.D, 11-12.RI.1.A, 11-12.RI.3.D, 11-12.RL.1.B, 11-12.RL.2.C`

Section 2 attacks kingship itself, not one king. Choose one argument: scripture (Gideon and Samuel), lot-election-usurpation, or the civil wars. Write it as three to five numbered premises that lead to Paine's conclusion, quoting at least once.

### THE ARGUMENT I CHOSE

| # | Premise, in my words | Paine's sentence that states or implies it |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

### PAINE'S CONCLUSION

| Appeal | Where Paine uses it (quoted) | The work it does for 1776 readers |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

> Appeal rows: natural equality, scripture, history, ridicule. Which one does the most work?

### THE PREMISE HIS 1776 READERS HAD TO SHARE — AND DOES THE ARGUMENT HOLD FOR A READER WHO DOES NOT SHARE IT?

# Usage log — Adams, Wheatley and Paine as they wrote

Lesson 1.3 — Language Lab — Usage Is a Convention: Reading Adams and Wheatley · `11-12.W.3.A.c, 11-12.RL.1.B, 11-12.RI.1.B, 11-12.RL.2.C, 11-12.W.2.A`

Usage is a convention, and conventions change. Quote each eighteenth-century form exactly as written: Adams's spellings are hers, not a transcriber's. Then rule on one contested usage the way an editor would.

| Form as written (quoted) | Writer | Modern form | The change (spelling, capitals, grammar, meaning) |
|---|---|---|---|
| | | | |
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**"DIE" IN WHEATLEY'S POEM: EVERY MEANING IT CARRIES, AND WHAT THE DOUBLE MEANING DOES TO THE INSULT IT QUOTES**

**MY CONTESTED USAGE: SINGULAR "THEY," SPLIT INFINITIVES, "DATA IS/ARE," OR "WHO/WHOM"**

| Reference I consulted | What it says |
|---|---|
| | |
| | |

**MY AUDIENCE, MY RULING, AND WHY**

# Key-term tracker — what Paine does to a word

Lesson 1.4 — The Present State of American Affairs: Paine's Call to Independence · `11-12.RI.1.B, 11-12.RI.2.C, 11-12.RI.2.A, 11-12.RI.2.B, 11-12.RI.1.A, 11-12.RI.3.D`

Section 3 answers the case for reconciliation partly by changing what words mean. Choose one term Paine refines: parent country, reconciliation, or mankind. Track it from an early use to a late one.

**MY TERM**

| Where (paragraph opening) | Paine's sentence (quoted) | What the term means here |
|---|---|---|
| | | |
| | | |
| | | |

**HOW THE MEANING CHANGES BETWEEN THE EARLY AND LATE USES, AND WHAT THAT CHANGE DOES FOR HIS ARGUMENT**

| An appeal to feeling (quoted) | The evidence that earns it — or "none" |
|---|---|
| | |
| | |

**"THIS IS NOT INFLAMING OR EXAGGERATING MATTERS": IS THAT CLAIM FAIR? MY JUDGMENT, WITH EVIDENCE**

# Premise chart — Madison's reasoning, tested in seminar

Lesson 1.5 — Seminar — Faction and the Large Republic: Federalist 10 and 51 · `11-12.RI.2.D, 11-12.SL.1.A, 11-12.RI.2.A, 11-12.RI.3.B, 11-12.RI.3.C`

Madison turns the problem into the mechanism: faction in No. 10, ambition in No. 51. Write the chain of reasoning for one paper, mark the step you think is weakest, and test it against Paine's rival view in Section 4. This chart is your ticket into the seminar.

**MY PAPER (NO. 10 OR NO. 51) AND MY ROLE: FACILITATOR, EVIDENCE LEAD, PREMISE-TESTER OR SYNTHESIZER**

| Step | Madison's reasoning (quoted or closely paraphrased) | Weakest |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

**RIVAL VIEW: A SENTENCE FROM SECTION 4 OF COMMON SENSE THAT THIS REASONING ANSWERS OR CONTRADICTS**

**MY 60-SECOND SEMINAR OPENING: THE WEAK STEP, TESTED WITH EVIDENCE**

**MY QUESTION FOR THE PREMISE-TESTER**

# Stage 1 — claim, reasons, counterclaim and transitions

Lesson 1.6 — Writing Workshop — Delineating Reasoning: Claims, Premises and Counterclaims · `11-12.W.2.A, 11-12.W.3.A.d, 11-12.RI.1.A, 11-12.W.3.A, 11-12.RI.2.B`

This page is **submitted and scored**. A precise claim names the audience, the strategy and the effect, and a reader could dispute it. Give the counterclaim its strongest form and its best evidence; a straw man is easy to refute and earns nothing. Choose Common Sense, Federalist No. 10 or No. 51.

**CLAIM — THE AUTHOR, THE AUDIENCE, THE STRATEGY, THE EFFECT**

**SIGNIFICANCE: WHY THE CLAIM MATTERS**

**THE READING I AM NOT MAKING**

| Reason | Quotation (section or paragraph) | Opening transition — and the relation it names |
|---|---|---|
| | | |
| | | |
| | | |

**THE PREMISE I WILL EVALUATE, AND WHETHER IT HOLDS**

**THE STRONGEST COUNTERCLAIM, WITH THE EVIDENCE I WILL GIVE IT**

**MY ANSWER TO IT OPENS WITH (TRANSITION AND RELATION)**

# Objective summary — the Appendix, reasoning and insult separated

Lesson 1.7 — The Appendix: Paine Answers the King's Speech · `11-12.RI.1.D, 11-12.RI.2.D, 11-12.RI.1.A, 11-12.RI.3.D, 11-12.SL.1.B`

An objective summary holds no opinions, approving ones included. Name the Appendix's two central ideas: why the present is the time for independence, and why independence is simpler and safer than reconciliation. Then separate Paine's reasoning from his name-calling, and revise the Appendix row of your argument map.

### OBJECTIVE SUMMARY (FOUR OR FIVE SENTENCES)

| Kind | Paine's sentence (quoted) | What it does to a 1776 reader |
|---|---|---|
| | | |
| | | |

> Row 1: a sentence where Paine reasons. Row 2: a sentence where he only insults.

### THE DILEMMA HE PUTS TO THE QUAKERS: THE TWO CHOICES, AND WHY BOTH DAMAGE THEM

### WHICH DID MORE TO PERSUADE READERS IN 1776, THE REASONING OR THE INSULT, AND WHY?

# Essay and address planner — a founding argument, analyzed and judged

Lesson 1.8 — Key Assignment — Rhetorical Analysis of a Founding Argument · 11-12.W.2.A, 11-12.RI.2.B, 11-12.RI.2.D, 11-12.W.3.A.d, 11-12.W.3.A.a, 11-12.SL.2.A, 11-12.SL.2.B, 11-12.SL.2.C, 11-12.W.3.A.c

Analysis follows the order of your argument, not the order of the text: a draft that summarizes section by section has not started yet. Choose the text in which you can delineate a premise and judge whether it holds.

**MY TEXT, AND THE AUDIENCE IT WAS WRITTEN TO PERSUADE**

**CLAIM — HOW REASONING AND RHETORIC WORK TOGETHER ON THAT AUDIENCE**

| Paragraph | Topic sentence that advances | Quotations (location) | Done |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

**WHOSE INTERESTS IT SERVES OR LEAVES OUT — THE OTHER UNIT TEXT I WILL USE (WINTHROP, ADAMS, WHEATLEY, BRUTUS, THE PREAMBLE)**

**BEFORE I SUBMIT**

- [ ] Six or more quotations from across the text
- [ ] One premise delineated and evaluated
- [ ] The strongest counterclaim, developed fairly and answered
- [ ] 1,300-1,600 words, and I counted; MLA Works Cited names my edition

**THREE-MINUTE ADDRESS: MY CLAIM, THE COUNTERCLAIM I ANSWER, AND TWO RHETORICAL DEVICES I WILL USE ON PURPOSE**

# Peer review sheet

Lesson 1.8 · 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 (11-12.W.2.A)** | | |
| **Reasoning delineated (11-12.RI.2.D)** | | |
| **Rhetoric analyzed (11-12.RI.2.B)** | | |
| **Counterclaim (11-12.W.2.A)** | | |
| **Cohesion and conclusion (11-12.W.3.A.d, 11-12.W.3.A.a)** | | |
| **Conventions (11-12.W.3.A.c)** | | |
| **Address (11-12.SL.2.A / 11-12.SL.2.B / 11-12.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 1.8

> 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 (11-12.W.2.A)** | Precise, knowledgeable and significant; distinguished from an opposing reading. | | |
| **Reasoning delineated (11-12.RI.2.D)** | At least one premise stated accurately and evaluated with evidence. | | |
| **Rhetoric analyzed (11-12.RI.2.B)** | Style, structure and appeals connected to the intended audience. | | |
| **Counterclaim (11-12.W.2.A)** | Strongest opposing view developed fairly and answered. | | |
| **Cohesion and conclusion (11-12.W.3.A.d, 11-12.W.3.A.a)** | Transitions name logical relations; conclusion follows from the argument. | | |
| **Conventions (11-12.W.3.A.c)** | Quotations reproduce original spelling; the writer's own spelling and MLA correct. | | |
| **Address (11-12.SL.2.A / 11-12.SL.2.B / 11-12.SL.2.C)** | Logical sequence of claim, counterclaim and evidence; two deliberate rhetorical devices. | | |

## Submission stages

1. **Stage 1 — Organizer.** Claim, significance, opposing reading, three reasons with quotations, premise to evaluate, counterclaim plan (from Lesson 1.6).
2. **Stage 2 — Peer-reviewed draft.** A partner restates your claim and your weakest premise in their own words; submit a revision note naming one change and the feedback behind it.
3. **Stage 3 — Final essay.** 1,300-1,600 words, six or more quotations from across the text, one other unit text, MLA Works Cited.
4. **Stage 4 — Persuasive address.** Three minutes, recorded or live, with a counterclaim answered and two named rhetorical devices.

## 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 |
|---|---|---|
| | | |
| | | |