RLP English 11A — Founding Arguments and the American Self

STUDENT WORKBOOK · UNIT 3 · WEEKS 10-14

Whose Declaration? Rights, Removal and the Nation's Promise

Anchor text: Red Jacket (Sagoyewatha, Seneca), reply to the missionary Jacob Cram (1805, as printed from interpreters' versions); David Walker, Appeal to the Colored Citizens of the World (1829); Memorial of the Cherokee Nation (1830) and Andrew Jackson, Second Annual Message to Congress (1830); Maria W. Stewart, 'Why Sit Ye Here and Die?' (1832); Frederick Douglass, 'What to the Slave Is the Fourth of July?' (1852); Dred Scott v. Sandford (1857), opinion of Chief Justice Taney and dissent of Justice Curtis

NAME	PERIOD	TEACHER

What you will hand in

1. **Lesson 3.1** — Two-column analysis of each speaker's appeals to the audience's values, with quotations or close paraphrase (workbook p. 7)
2. **Lesson 3.2** — Figure-of-speech log with six examples, each interpreted in context and checked (workbook p. 8)
3. **Lesson 3.3** — Listening evaluation chart for both texts and a recorded 90-second verdict on whose reasoning is stronger (workbook p. 9)
4. **Lesson 3.4** — Stage 1 organizer: claim, reasons, strongest counterclaim with evidence, and three authoritative sources with notes (workbook p. 10)
5. **Lesson 3.5** — Three-stage essay and a four-minute recorded presentation (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.

Red Jacket (Sagoyewatha, Seneca), reply to Jacob Cram (1805), an English version made through an interpreter, in William L. Stone, *The Life and Times of Red Jacket* (1841; 1866 edition); David Walker, *Appeal to the Colored Citizens of the World* (1829), Project Gutenberg #16516; Memorial of the Cherokee Nation (dated December 1829, printed 1830), National Archives, Wikisource transcription; Andrew Jackson, Second Annual Message to Congress (1830), American Presidency Project; Maria W. Stewart, "Why Sit Ye Here and Die?" (1832); Frederick Douglass, "What to the Slave Is the Fourth of July?" (Rochester, 1852); *Dred Scott v. Sandford*, 60 U.S. 393 (1857), opinion of Chief Justice Taney and dissent of Justice Curtis, from the printed Report of the Decision, Project Gutenberg #31425. 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	**Using the Audience's Values — Red Jacket and Douglass** Anchor Text & Close Reading	Two-column analysis of each speaker's appeals to the audience's values, with quotations or close paraphrase	p. 7	11-12.RI.2.B, 11-12.RI.3.B, 11-12.RI.3.C, 11-12.RI.1.A, 11-12.RI.1.D, 11-12.RI.3.D
3.2	**Language Lab — Irony, Hyperbole, Paradox and Euphemism** Rhetoric & Language Lab	Figure-of-speech log with six examples, each interpreted in context and checked	p. 8	11-12.RL.1.B, 11-12.RL.2.C, 11-12.RI.1.B, 11-12.RI.2.C, 11-12.W.2.A
3.3	**Listening Lab — Removal Argued: Jackson and the Cherokee Memorial** Socratic Dialogue & Listening Lab	Listening evaluation chart for both texts and a recorded 90-second verdict on whose reasoning is stronger	p. 9	11-12.SL.1.B, 11-12.RI.2.D, 11-12.SL.1.C, 11-12.RI.2.A
3.4	**Writing Workshop — Legal Reasoning and Fair Counterclaims: Dred Scott** Recursive Writing Workshop	Stage 1 organizer: claim, reasons, strongest counterclaim with evidence, and three authoritative sources with notes	p. 10	11-12.W.2.A, 11-12.RI.2.D, 11-12.W.1.A.b, 11-12.RI.1.A, 11-12.W.3.A.d
3.5	**Key Assignment — Argument Essay: The Promise and Its Critics** Culminating Unit Assessment	Three-stage essay and a four-minute recorded presentation	pp. 11–13	11-12.W.2.A, 11-12.W.3.A.a, 11-12.RI.3.B, 11-12.RI.3.C, 11-12.SL.2.A, 11-12.SL.2.B, 11-12.SL.2.C

The key assignment

Argument Essay: The Promise and Its Critics, 1,500-1,800 words.

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	Douglass, "What to the Slave Is the Fourth of July?" (1852); Red Jacket, reply to Jacob Cram (1805) (Lesson 3.1)	Your two-column analysis of each speaker's appeals to the audience's values	
10	Mentor passages from Douglass, Jackson's Second Annual Message (1830), Walker's Appeal (1829) and the Cherokee Memorial (1830) (Lesson 3.2)	Your figure-of-speech log: six figures, each interpreted and checked	
11	Jackson's Second Annual Message and the Cherokee Memorial, heard then reread; Dred Scott v. Sandford (1857), Taney's opinion and Curtis's dissent (Lessons 3.3-3.4)	Your listening chart and 90-second verdict; your Stage 1 organizer with three authoritative sources	
12	The key assignment packet; reread the three unit texts you will use (Lesson 3.5)	Your essay planner and four-minute presentation notes	

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
occasion	3.1	
point of view	3.1	
consistency argument	3.1	
orator	3.1	
mediated text	3.1	
verbal irony	3.2	
hyperbole	3.2	
paradox	3.2	
euphemism	3.2	
connotation	3.2	
memorial	3.3	
stance	3.3	
premise	3.3	
treaty	3.3	
discrepancy	3.3	

Vocabulary in context (continued)

Term	Lesson	In my own words
majority opinion	3.4	
dissent	3.4	
originalism	3.4	
authoritative source	3.4	
advanced search	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.

occasion 3.1 — The event or circumstances that call a speech into being.

point of view 3.1 — A speaker's position and stance toward the subject and audience.

consistency argument 3.1 — An argument that holds an audience to its own stated principles.

orator 3.1 — A skilled public speaker; in many Native nations, a recognized role in council.

mediated text 3.1 — A text that reaches us through translators, reporters or editors, whose choices affect its words.

verbal irony 3.2 — Saying one thing while meaning another, relying on the audience to see the gap.

hyperbole 3.2 — Deliberate exaggeration for emphasis.

paradox 3.2 — A statement that seems self-contradictory but reveals a truth.

euphemism 3.2 — A mild or vague word substituted for a harsh or blunt one.

connotation 3.2 — The feelings and associations a word carries beyond its literal meaning.

memorial 3.3 — A formal written petition presented to a legislature.

stance 3.3 — A speaker's attitude and position toward a subject.

premise 3.3 — A statement an argument assumes in order to reach its conclusion.

treaty 3.3 — A formal agreement between sovereign nations.

discrepancy 3.3 — A disagreement between sources about facts or data.

majority opinion 3.4 — The opinion that states the Court's decision and its reasoning.

dissent 3.4 — An opinion by a justice who disagrees with the majority.

originalism 3.4 — Interpreting the Constitution by its meaning when adopted; Taney's method in step 2.

authoritative source 3.4 — A source whose author has relevant expertise and accountability.

advanced search 3.4 — Using operators such as quotation marks and site: to narrow results.

Two-column analysis — the audience's own values

Lesson 3.1 — Using the Audience's Values — Red Jacket and Douglass · 11-12.RI.2.B, 11-12.RI.3.B, 11-12.RI.3.C, 11-12.RI.1.A, 11-12.RI.1.D, 11-12.RI.3.D

Douglass and Red Jacket both demand that an audience live up to what it professes. Left: each speaker's appeal to the audience's own values, words or occasion. Right: how style makes it work — pronouns, irony, questions, order. Red Jacket's words reached print through an interpreter, so mark close paraphrase as paraphrase.

Speaker	The appeal to the audience's values (quoted, or marked as paraphrase)	How the style makes it effective

WHERE DOUGLASS SHIFTS TO "YOUR" ("YOUR FATHERS," "YOUR NATIONAL INDEPENDENCE") — AND WHAT CHANGES

WHY DID DOUGLASS CHOOSE IRONY OVER ARGUMENT?

Figure-of-speech log — six figures, checked

Lesson 3.2 — Language Lab — Irony, Hyperbole, Paradox and Euphemism · `11-12.RL.1.B, 11-12.RL.2.C, 11-12.RI.1.B, 11-12.RI.2.C, 11-12.W.2.A`

A figure read wrong is an argument misread. Find six across Douglass, Jackson, Walker's Appeal and the Cherokee Memorial, with at least one each of irony, hyperbole, paradox and euphemism, and check your first reading before you trust it.

Figure (quoted, speaker)	Name	Meaning in context	How I verified it	Its role in the argument

"BENEVOLENT POLICY" IN JACKSON'S MESSAGE: WHAT THE MILD WORDS CONCEAL

THE FIGURE THAT DOES THE MOST WORK IN ITS ARGUMENT, AND WHY

Listening chart — removal argued

Lesson 3.3 — Listening Lab — Removal Argued: Jackson and the Cherokee Memorial · `11-12.SL.1.B, 11-12.RI.2.D, 11-12.SL.1.C, 11-12.RI.2.A`

Listen to each text before you reread it. Evaluate stance, premises, evidence and word choice, then set the two texts against each other where they make claims about the same facts: the Cherokee way of life and the western land.

Element	Jackson, Second Annual Message (1830)	Cherokee Memorial (1830)

> Rows: stance; three premises; strongest evidence; one loaded word; one point of emphasis; tone shift.

Point where the texts disagree	What each claims	Which I trust here, and why

MY 90-SECOND VERDICT: WHOSE REASONING IS STRONGER, AND WHOSE RHETORIC WAS MORE EFFECTIVE WITH ITS AUDIENCE?

A CLASSMATE WHO REACHED A DIFFERENT VERDICT — THEIR REASON, AND MY RESPONSE

Stage 1 — claim, counterclaim and authoritative sources

Lesson 3.4 — Writing Workshop — Legal Reasoning and Fair Counterclaims: Dred Scott · `11-12.W.2.A, 11-12.RI.2.D, 11-12.W.1.A.b, 11-12.RI.1.A, 11-12.W.3.A.d`

This page is **submitted and scored**. The question: could excluded Americans hold the nation to its founding promise, or was it never meant for them? Taney's opinion and Curtis's dissent model how an argument and a fair counterclaim are built. State the counterclaim as its best advocate would.

MY CLAIM — QUALIFIED, PRECISE AND ARGUABLE

Reason	Evidence (unit text, quoted)

> Draw on at least three unit texts, including one legal or governmental text and one excluded speaker.

ONE STEP OF TANEY'S REASONING, AND THE HISTORICAL EVIDENCE CURTIS USED AGAINST IT

THE STRONGEST COUNTERCLAIM, AS ITS BEST ADVOCATE WOULD STATE IT, WITH ITS EVIDENCE

MY RESPONSE, AND THE TRANSITIONS I WILL USE

Authoritative source (one beyond the packet)	Strengths	Limits

Essay and presentation planner — the promise and its critics

Lesson 3.5 — Key Assignment — Argument Essay: The Promise and Its Critics · `11-12.W.2.A, 11-12.W.3.A.a, 11-12.RI.3.B, 11-12.RI.3.C, 11-12.SL.2.A, 11-12.SL.2.B, 11-12.SL.2.C`

Take a position, qualify it, and name its evidence. The essay needs one legal or governmental text, one excluded speaker and one authoritative source from beyond the unit.

CLAIM

Paragraph	Topic sentence that advances	Evidence (text, location)	Done

THE REASONING I DELINEATE (WHOSE, AND THE STEP I TEST)

BEFORE I SUBMIT

- [ ] At least three unit texts, including the Dred Scott opinions or Jackson's message, and an excluded speaker
- [ ] The strongest counterclaim, developed fairly with its own evidence, and answered
- [ ] One authoritative outside source, cited
- [ ] 1,500-1,800 words, and I counted; MLA Works Cited

FOUR-MINUTE PRESENTATION: MY CLAIM, MY THREE POINTS, AND THE LISTENER QUESTION I EXPECT

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 (11-12.W.2.A)		
Reasoning delineated (11-12.RI.2.D, 11-12.RI.3.B, 11-12.RI.3.C)		
Counterclaim (11-12.W.2.A)		
Sources (11-12.W.1.A.b)		
Style and conclusion (11-12.W.2.A, 11-12.W.3.A.a)		
Presentation (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 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 (11-12.W.2.A)	Precise and significant; distinguished from alternative positions; qualified where the evidence requires.		
Reasoning delineated (11-12.RI.2.D, 11-12.RI.3.B, 11-12.RI.3.C)	Premises of at least one text stated and evaluated; texts analyzed for purpose and rhetoric.		
Counterclaim (11-12.W.2.A)	Strongest opposing view developed with its own evidence; strengths acknowledged; limits shown.		
Sources (11-12.W.1.A.b)	One authoritative outside source integrated selectively and cited.		
Style and conclusion (11-12.W.2.A, 11-12.W.3.A.a)	Formal, precise, grave; conclusion follows and points forward.		
Presentation (11-12.SL.2.A / 11-12.SL.2.B / 11-12.SL.2.C)	Line of reasoning easy to follow; organization and style suit a formal audience.		

Submission stages

1. **Stage 1 — Organizer.** Claim, reasons, counterclaim with evidence, response, transitions, three authoritative sources (from Lesson 3.4).
2. **Stage 2 — Peer-reviewed draft.** A partner identifies the premise your own argument depends on and tests it; submit a revision note.
3. **Stage 3 — Final essay.** 1,500-1,800 words, at least three unit texts and one outside source, MLA Works Cited.
4. **Stage 4 — Presentation.** Four minutes, recorded or live, with a listener question answered.

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