RLP English 11B — Land, Citizenship and the Modern American Story

STUDENT WORKBOOK · UNIT 3 · WEEKS 10-13

Citizenship and the Color Line — Amendments, Courts and Voices

Anchor text: The Thirteenth, Fourteenth and Fifteenth Amendments (1865-1870); Frances Ellen Watkins Harper, 'We Are All Bound Up Together' (1866); Plessy v. Ferguson, 163 U.S. 537 (1896), opinion of Justice Brown and dissent of Justice Harlan; United States v. Wong Kim Ark, 169 U.S. 649 (1898); Yick Wo v. Hopkins, 118 U.S. 356 (1886), excerpt; W. E. B. Du Bois, 'Of Our Spiritual Strivings', The Souls of Black Folk (1903); Simon Pokagon (Potawatomi), The Red Man's Greeting (1893); Thomas Nast, 'The Chinese Question', Harper's Weekly (1871)

NAME	PERIOD	TEACHER

What you will hand in

1. **Lesson 3.1** — Clause-by-clause annotation of the three amendments with the key terms defined (workbook p. 7)
2. **Lesson 3.2** — Legal-vocabulary glossary in my own words and a clause-rewriting drill (workbook p. 8)
3. **Lesson 3.3** — Reasoning chart for three opinions and a recorded seminar contribution with synthesis (workbook p. 9)
4. **Lesson 3.4** — Stage 1 organizer: claim, reasons, counterclaim, and a source-integration table including one visual source (workbook p. 10)
5. **Lesson 3.5** — Three-stage essay, a three-minute recorded address and two written evaluations (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.

Amendments XIII, XIV and XV to the Constitution (1865-1870), National Archives; Frances Ellen Watkins Harper, "We Are All Bound Up Together" (1866), *Proceedings of the Eleventh National Woman's Rights Convention*; *Yick Wo v. Hopkins*, 118 U.S. 356 (1886), *Plessy v. Ferguson*, 163 U.S. 537 (1896), and *United States v. Wong Kim Ark*, 169 U.S. 649 (1898), opinions and dissents via Wikisource; W. E. B. Du Bois, *The Souls of Black Folk* (Chicago: A. C. McClurg, 1903), Project Gutenberg #408; Simon Pokagon (Potawatomi), *The Red Man's Greeting* (1893; issued as *The Red Man's Rebuke*), #66563; Thomas Nast, "The Chinese Question," *Harper's Weekly* (1871). 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	**The Words of Citizenship — The Reconstruction Amendments** Anchor Text & Close Reading	Clause-by-clause annotation of the three amendments with the key terms defined	p. 7	11-12.RI.1.B, 11-12.RI.2.C, 11-12.RI.3.B, 11-12.RI.3.C, 11-12.RI.1.A, 11-12.RI.3.D, 11-12.RL.1.B
3.2	**Language Lab — The Grammar of Law: Qualification, Precision and Legal Vocabulary** Rhetoric & Language Lab	Legal-vocabulary glossary in my own words and a clause-rewriting drill	p. 8	11-12.RI.1.B, 11-12.W.3.A.c, 11-12.RL.1.B, 11-12.W.3.A.d
3.3	**Seminar — Plessy and Wong Kim Ark: Two Readings of the Fourteenth Amendment** Socratic Dialogue & Listening Lab	Reasoning chart for three opinions and a recorded seminar contribution with synthesis	p. 9	11-12.RI.2.D, 11-12.SL.1.C, 11-12.SL.1.A, 11-12.RI.2.A
3.4	**Writing Workshop — Voices and Images Outside the Courts: Du Bois, Pokagon and Nast** Recursive Writing Workshop	Stage 1 organizer: claim, reasons, counterclaim, and a source-integration table including one visual source	p. 10	11-12.W.2.A, 11-12.RI.3.A, 11-12.RI.1.C, 11-12.SL.1.C, 11-12.RI.1.D, 11-12.W.3.A.d
3.5	**Key Assignment — Argument Essay: Who Is a Citizen?** Culminating Unit Assessment	Three-stage essay, a three-minute recorded address and two written evaluations	pp. 11–13	11-12.W.2.A, 11-12.W.3.A.a, 11-12.SL.2.A, 11-12.SL.2.B, 11-12.SL.2.C, 11-12.SL.1.B

The key assignment

Argument Essay: Who Is a Citizen?, 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	The Thirteenth, Fourteenth and Fifteenth Amendments, clause by clause; Harper, "We Are All Bound Up Together" (1866); Yick Wo v. Hopkins (1886), excerpt (Lesson 3.1)	Your clause-by-clause annotation and four defined legal terms	
10	The mentor sentences from the Fourteenth Amendment and Wong Kim Ark (1898), with Harper reread (Lesson 3.2)	Your ten-term legal glossary and clause-rewriting drill	
11	Plessy v. Ferguson (1896): Brown's opinion and Harlan's dissent; United States v. Wong Kim Ark (1898): Gray's opinion and Fuller's dissent (Lesson 3.3)	Your reasoning chart and 90-second seminar claim	
12	Du Bois, The Souls of Black Folk (1903), Chapters I-II; Pokagon, The Red Man's Greeting (1893); Nast, "The Chinese Question" (1871); the key assignment packet (Lessons 3.4-3.5)	Your Stage 1 organizer; your essay, address and evaluation planner	

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
citizenship clause	3.1	
due process	3.1	
equal protection	3.1	
abridge	3.1	
disenfranchise	3.1	
holding	3.2	
dictum	3.2	
precedent	3.2	
jus soli	3.2	
nonrestrictive element	3.2	
test case	3.3	
separate but equal	3.3	
birthright citizenship	3.3	
allegiance	3.3	
Chinese Exclusion Act	3.3	

Vocabulary in context (continued)

Term	Lesson	In my own words
double-consciousness	3.4	
color line	3.4	
editorial cartoon	3.4	
Columbia	3.4	
source integration	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.

citizenship clause 3.1 — The first sentence of the Fourteenth Amendment, defining national and state citizenship.

due process 3.1 — Fair legal procedures required before the government takes life, liberty or property.

equal protection 3.1 — The requirement that a state apply its laws equally to all persons in its jurisdiction.

abridge 3.1 — To curtail or reduce a right.

disenfranchise 3.1 — To deprive of the right to vote.

holding 3.2 — The legal rule a court's decision establishes.

dictum 3.2 — A remark in an opinion that is not necessary to the decision and is not binding.

precedent 3.2 — An earlier decision that guides later cases.

jus soli 3.2 — Citizenship by place of birth.

nonrestrictive element 3.2 — A phrase or clause set off by commas that adds, rather than limits, meaning.

test case 3.3 — A lawsuit brought deliberately to challenge a law's constitutionality.

separate but equal 3.3 — The doctrine, upheld in Plessy, that segregated facilities were constitutional if equal.

birthright citizenship 3.3 — Citizenship acquired by being born in a country.

allegiance 3.3 — Loyalty owed to a nation or sovereign.

Chinese Exclusion Act 3.3 — The 1882 federal law suspending the immigration of Chinese laborers and barring Chinese immigrants from naturalization.

double-consciousness 3.4 — Du Bois's term for seeing oneself through the eyes of a contemptuous society while holding two identities.

color line 3.4 — Du Bois's term for the social and legal division between races.

editorial cartoon 3.4 — A drawing that makes an argument about public affairs.

Columbia 3.4 — A female figure personifying the United States in nineteenth-century art.

source integration 3.4 — Bringing sources into an argument so each serves a specific purpose.

Clause-by-clause annotation — the Reconstruction amendments

Lesson 3.1 — The Words of Citizenship — The Reconstruction Amendments · 11-12.RI.1.B, 11-12.RI.2.C, 11-12.RI.3.B, 11-12.RI.3.C, 11-12.RI.1.A, 11-12.RI.3.D, 11-12.RL.1.B

Read each clause as a lawyer would: who is protected, against whom, and which word carries the weight. Watch where the Fourteenth Amendment changes from "citizens" to "any person"; the change is deliberate.

Clause	Who is protected	Against whom	Key term and what it does

Rows: XIII, Section 1 · XIV, citizenship · XIV, privileges or immunities · XIV, due process and equal protection · XV, Section 1.

Legal term	A general reference (named) says	A specialized reference (named) says

THE EARLIER TEXT THE CITIZENSHIP CLAUSE ANSWERS, AND HOW IT ANSWERS IT

HARPER (1866): HER CLAIM ABOUT A NATION THAT TRAMPLES ON ITS WEAKEST MEMBERS, QUOTED

WHAT A TEXT LEAVES OUT: THE THIRTEENTH AMENDMENT'S EXCEPTION CLAUSE, OR THE FIFTEENTH'S LIST OF GROUNDS

Legal glossary and clause-rewriting drill

Lesson 3.2 — Language Lab — The Grammar of Law: Qualification, Precision and Legal Vocabulary · `11-12.RI.1.B, 11-12.W.3.A.c, 11-12.RL.1.B, 11-12.W.3.A.d`

In law a comma or a qualifying phrase can decide who is included. Define each term in your own words and name the reference you checked; then rewrite the Fourteenth Amendment's first sentence twice and say who becomes, or stops being, a citizen.

Term	In my own words	Reference

Version	My rewritten sentence	Who is a citizen now

> Version 1: without "and subject to the jurisdiction thereof." Version 2: with a qualifying phrase of my own.

HOLDING OR DICTUM, AND RESTRICTIVE OR NONRESTRICTIVE: ONE EXAMPLE OF EACH FROM THE MENTOR SENTENCES

MY STYLE NOTE: HOW I WILL HANDLE ONE CONTESTED TERM IN MY ESSAY

Reasoning chart — Brown, Harlan and Gray

Lesson 3.3 — Seminar — Plessy and Wong Kim Ark: Two Readings of the Fourteenth Amendment · `11-12.RI.2.D, 11-12.SL.1.C, 11-12.SL.1.A, 11-12.RI.2.A`

Delineate before you judge: write each opinion as numbered steps, then mark the premise you find weakest or strongest. Harlan dissented in Plessy and joined Fuller's dissent in Wong Kim Ark; the seminar should ask what that difference shows.

Step	Brown (Plessy majority)	Harlan (Plessy dissent)	Gray (Wong Kim Ark)

THE PREMISE I MARKED WEAKEST OR STRONGEST, AND WHY

HOW THE STRUCTURE OF GRAY'S OPINION SERVES ITS ARGUMENT

90-SECOND CLAIM: CAN A CONSTITUTION BE COLOR-BLIND IN ONE CASE AND STILL EXCLUDE BY RACE IN ANOTHER?

ONE QUESTION I WILL ASK TO TEST A CLASSMATE'S PREMISE AGAINST THE TEXT

FIVE-SENTENCE SYNTHESIS, WRITTEN AFTER THE SEMINAR

Stage 1 — claim, reasons, counterclaim and source-integration table

Lesson 3.4 — Writing Workshop — Voices and Images Outside the Courts: Du Bois, Pokagon and Nast · `11-12.W.2.A, 11-12.RI.3.A, 11-12.RI.1.C, 11-12.SL.1.C, 11-12.RI.1.D, 11-12.W.3.A.d`

This page is **submitted and scored**. A source's form is part of its argument: a birch-bark booklet, a speech and a cartoon each do what a court opinion cannot. Where two sources disagree, keep both and explain the disagreement. Build your counterclaim from a source outside the courts.

CLAIM — HOW THE FOURTEENTH AMENDMENT'S PROMISE WAS DEFINED, NARROWED OR ENLARGED, AND WHICH DOCUMENT OR VOICE MOST SHAPED IT

Reason	Evidence (document, quoted)

MY STRONGEST COUNTERCLAIM, BUILT FROM A SOURCE OUTSIDE THE COURTS

Source	Maker and form	Purpose	What the form can and cannot do	Discrepancy with another source

> At least one visual source, such as Nast's "The Chinese Question" (1871): find and cite the scan you use.

TWO TRANSITIONS FOR MOVING BETWEEN LEGAL AND NON-LEGAL SOURCES

Essay, address and evaluation planner — who is a citizen?

Lesson 3.5 — Key Assignment — Argument Essay: Who Is a Citizen? · 11-12.W.2.A, 11-12.W.3.A.a, 11-12.SL.2.A, 11-12.SL.2.B, 11-12.SL.2.C, 11-12.SL.1.B

Delineate the opinion accurately before you judge it; a partner will check your account against the text. Your address argues the same position in three minutes, so choose the premise you most need listeners to accept.

CLAIM, REVISED AFTER PEER REVIEW

Section	Topic sentence	Source(s)	Done

THE OPINION I DELINEATE, AND THE CONSTITUTIONAL WORDS I QUOTE

BEFORE I SUBMIT

- [ ] Constitutional text quoted; one opinion or dissent delineated step by step
- [ ] Two voices outside the courts, one of them visual or non-print
- [ ] A counterclaim developed fairly, and a conclusion that follows from the argument
- [ ] 1,500-1,800 words, and I counted; MLA Works Cited names my editions

ADDRESS: THE ONE PREMISE I MOST NEED LISTENERS TO ACCEPT

Classmate	A premise the address relies on	Does the evidence support it? (quote them)

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)		
Legal reasoning (11-12.RI.2.D)		
Sources (11-12.RI.3.A / 11-12.RI.1.C)		
Counterclaim (11-12.W.2.A)		
Style and conclusion (11-12.W.2.A, 11-12.W.3.A.a)		
Address (11-12.SL.2.A / 11-12.SL.2.B / 11-12.SL.2.C)		
Evaluations (11-12.SL.1.B)		

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 clause named; position distinguished from alternatives.		
Legal reasoning (11-12.RI.2.D)	One opinion or dissent delineated from the constitutional text; a premise evaluated.		
Sources (11-12.RI.3.A / 11-12.RI.1.C)	Two voices outside the courts integrated, including one visual or non-print source, with discrepancies noted.		
Counterclaim (11-12.W.2.A)	Developed fairly and answered.		
Style and conclusion (11-12.W.2.A, 11-12.W.3.A.a)	Legal vocabulary accurate; formal, precise tone; conclusion states significance.		
Address (11-12.SL.2.A / 11-12.SL.2.B / 11-12.SL.2.C)	Logical sequence; deliberate rhetorical devices; suited to a general audience.		
Evaluations (11-12.SL.1.B)	Premises, evidence and rhetoric of two addresses assessed specifically and respectfully.		

Submission stages

1. **Stage 1 — Organizer.** Claim, reasons, counterclaim from a non-court source, source-integration table (from Lesson 3.4).
2. **Stage 2 — Peer-reviewed draft.** A partner checks your delineation of the opinion against the text; submit a revision note.
3. **Stage 3 — Final essay.** 1,500-1,800 words, constitutional text quoted, one opinion delineated, two voices outside the courts including one visual or non-print source, MLA.
4. **Stage 4 — Address and evaluation.** Three-minute recorded or live address; written evaluations of two classmates.

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