RLP English 12A — Rhetoric and Argument: The Public Conversation

STUDENT WORKBOOK · UNIT 2 · WEEKS 5-9

Liberty of Thought and Discussion — Mill's On Liberty and the American Free-Speech Tradition

Anchor text: John Stuart Mill, On Liberty (1859), read complete and in order across eight lessons (Chapters 1-5), paired with the Virginia Statute for Religious Freedom (1786), the First Amendment (1791), Justice Holmes's dissent in Abrams v. United States (1919) and Justice Brandeis's concurrence in Whitney v. California (1927)

Full-length work: On Liberty — John Stuart Mill (1859), unabridged, read complete and in order

NAME	PERIOD	TEACHER

What you will hand in

1. **Lesson 2.1** — Argument map of Chapter 1 with the problem, the principle, its limits, its grounds and the three regions of liberty (workbook p. 9)
2. **Lesson 2.2** — A two-column chart comparing the chapter's order with Mill's summary, plus a paragraph testing one ground on a modern case (workbook p. 10)
3. **Lesson 2.3** — Two unpacked Mill sentences, three imitation sentences and a hyphenation set (workbook p. 11)
4. **Lesson 2.4** — A three-stage definition of individuality with quotations, plus an evaluation of one passage that rests on a generalization (workbook p. 12)
5. **Lesson 2.5** — Reasoning chart for four texts, recorded seminar contributions and a synthesis note (workbook p. 13)
6. **Lesson 2.6** — Stage 1 plan: claim, two alternatives, steelmanned counterclaim with evidence, and response, with the transition that opens each move (workbook p. 14)
7. **Lesson 2.7** — A three-case chart naming the maxim Mill applies in each, plus a paragraph applying both maxims to a modern case (workbook p. 15)
8. **Lesson 2.8** — Three-stage essay plus a three-minute recorded argument presentation (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.

John Stuart Mill, *On Liberty* (London: John W. Parker and Son, 1859), Project Gutenberg #34901, paragraphs numbered from the first of each chapter; Virginia Statute for Religious Freedom (1786) and the First Amendment (1791), Wikisource; *Schenck v. United States*, 249 U.S. 47 (1919); Justice Holmes, dissenting, *Abrams v. United States*, 250 U.S. 616 (1919); Justice Brandeis, concurring, *Whitney v. California*, 274 U.S. 357 (1927), Wikisource transcriptions of the U.S. Reports. 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 2 at a glance

#	Lesson	You produce	Workbook page	Standards
2.1	**Mapping a Long Argument — On Liberty, Chapter 1 and the Harm Principle** Anchor Text & Close Reading	Argument map of Chapter 1 with the problem, the principle, its limits, its grounds and the three regions of liberty	p. 9	11-12.RI.2.A, 11-12.RI.1.D, 11-12.RI.1.A, 11-12.RI.3.D
2.2	**Four Grounds for Free Discussion — On Liberty, Chapter 2** Anchor Text & Close Reading	A two-column chart comparing the chapter's order with Mill's summary, plus a paragraph testing one ground on a modern case	p. 10	11-12.RI.2.A, 11-12.RI.2.B, 11-12.RI.1.A, 11-12.RI.3.D, 11-12.RL.1.B, 11-12.RI.1.B
2.3	**Language Lab — Syntax as Logic: Mill's Sentences and Academic Hyphenation** Rhetoric & Language Lab	Two unpacked Mill sentences, three imitation sentences and a hyphenation set	p. 11	11-12.W.3.A.b, 11-12.W.3.A.c, 11-12.W.3.A.d
2.4	**Individuality as an Element of Well-Being — On Liberty, Chapter 3** Anchor Text & Close Reading	A three-stage definition of individuality with quotations, plus an evaluation of one passage that rests on a generalization	p. 12	11-12.RI.1.B, 11-12.RI.2.C, 11-12.RL.1.B, 11-12.RL.2.C, 11-12.RI.2.B, 11-12.RI.1.A, 11-12.RI.3.D
2.5	**Seminar — Mill and the Court: Where Should Speech Stop?** Socratic Dialogue & Listening Lab	Reasoning chart for four texts, recorded seminar contributions and a synthesis note	p. 13	11-12.SL.1.A, 11-12.SL.1.B, 11-12.SL.1.C, 11-12.RI.2.D, 11-12.RI.3.B, 11-12.RI.3.C
2.6	**Writing Workshop — Claims, Counterclaims and the Steelman** Recursive Writing Workshop	Stage 1 plan: claim, two alternatives, steelmanned counterclaim with evidence, and response, with the transition that opens each move	p. 14	11-12.W.2.A, 11-12.W.3.A.d, 11-12.RI.1.A, 11-12.W.3.A
2.7	**Mill Applies His Principle — On Liberty, Chapter 5** Anchor Text & Close Reading	A three-case chart naming the maxim Mill applies in each, plus a paragraph applying both maxims to a modern case	p. 15	11-12.RI.1.D, 11-12.RI.2.A, 11-12.RI.1.A, 11-12.RI.3.D, 11-12.RI.1.B
2.8	**Key Assignment — Argument Essay on the Limits of Free Expression** Culminating Unit Assessment	Three-stage essay plus a three-minute recorded argument presentation	pp. 16–18	11-12.W.2.A, 11-12.W.3.A.a, 11-12.RI.2.D, 11-12.SL.2.A, 11-12.SL.2.B, 11-12.SL.2.C, 11-12.W.3.A.c

The key assignment

Argumentative Essay on the Limits of Free Expression, 1,300-1,800 words.

Unit 2 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
5	On Liberty: Chapter 1; Chapter 2 (Lessons 2.1-2.2)	Your argument map of Chapter 1; your two-column order chart and modern-case paragraph	
6	On Liberty: reread Chapters 1-2; Chapter 3 (Lessons 2.3-2.4)	Your two unpacked sentences, imitations and hyphenation set; your three-stage definition of individuality	
7	On Liberty: Chapter 4, with the Virginia Statute, the First Amendment, Holmes's Abrams dissent and Brandeis's Whitney concurrence; reread Chapters 1-4 (Lessons 2.5-2.6)	Your reasoning chart and synthesis note; your Stage 1 organizer	
8	On Liberty: Chapter 5; the whole essay (Chapters 1-5) (Lessons 2.7-2.8)	Your three-case chart and modern-case paragraph; your essay and presentation 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
harm principle	2.1	
tyranny of the majority	2.1	
social tyranny	2.1	
utility	2.1	
deductive structure	2.1	
infallibility	2.2	
corrigible	2.2	
dead dogma	2.2	
half-truth	2.2	
devil's advocate	2.2	
syntax	2.3	
balance	2.3	
conditional fork	2.3	
compound modifier	2.3	
interrupter	2.3	

Vocabulary in context (continued)

Term	Lesson	In my own words
individuality	2.4	
despotism of custom	2.4	
experiments of living	2.4	
eccentricity	2.4	
instigation	2.4	
clear and present danger	2.5	
dissent	2.5	
concurrence	2.5	
marketplace of ideas	2.5	
overrule	2.5	
counterclaim	2.6	
steelman	2.6	
straw man	2.6	
concession	2.6	
significance	2.6	

Vocabulary in context (continued)

Term	Lesson	In my own words
maxim	2.7	
preappointed evidence	2.7	
paternal government	2.7	
boundary case	2.7	
centralization of information	2.7	

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.

harm principle 2.1 — Mill's principle that society may restrict an individual's liberty only to prevent harm to others.

tyranny of the majority 2.1 — Oppression exercised by majority opinion or law over dissenting individuals and minorities.

social tyranny 2.1 — Mill's term for pressure exercised through public opinion and custom rather than through law.

utility 2.1 — Usefulness for human well-being; Mill makes it, not abstract right, the final test of ethical questions.

deductive structure 2.1 — An argument that states a general principle first and then applies it to cases.

infallibility 2.2 — The impossibility of being wrong; Mill argues that silencing an opinion assumes it.

corrigible 2.2 — Able to be corrected; Mill's word for the quality that makes human judgment worth trusting.

dead dogma 2.2 — Mill's term for a true belief held without understanding its grounds.

half-truth 2.2 — An opinion that contains part of the truth but presents it as the whole.

devil's advocate 2.2 — A person who argues the opposing side on purpose so that a view is tested; Mill uses the Church's canonization practice as his example.

syntax 2.3 — The arrangement of words and phrases into sentences.

balance 2.3 — Paired phrases or clauses of the same grammatical form.

conditional fork 2.3 — A sentence structure that covers alternatives with parallel if-clauses.

compound modifier 2.3 — Two or more words acting together as one adjective, hyphenated before a noun.

interrupter 2.3 — A phrase inserted mid-sentence to qualify or comment on the main clause.

individuality 2.4 — In Mill's usage, the development of a person's own judgment, desires and character, rather than conformity to custom.

despotism of custom 2.4 — Mill's phrase for the rule of habit and convention, enforced by opinion, that blocks improvement.

experiments of living 2.4 — Mill's term for different ways of life tried by individuals, whose worth is tested in practice.

The definitions (continued)

eccentricity 2.4 — Conduct that departs from the common pattern; Mill treats it as a sign of strength of character.

instigation 2.4 — Urging others to an action; Mill says an opinion loses protection when its expression becomes an instigation to harm.

clear and present danger 2.5 — Holmes's 1919 test for when speech may be punished: when it creates an imminent danger of harm the government may prevent.

dissent 2.5 — A judge's opinion disagreeing with the Court's decision.

concurrence 2.5 — A judge's opinion agreeing with the result but giving different or additional reasons.

marketplace of ideas 2.5 — The metaphor, drawn from Holmes's Abrams dissent, that truth emerges from competition among ideas.

overrule 2.5 — For a court to reverse a precedent, so that it no longer governs later cases.

counterclaim 2.6 — A claim that opposes or complicates the writer's own.

steelman 2.6 — The strongest, fairest version of an opposing argument.

straw man 2.6 — A weak or distorted version of an opposing argument, easy to defeat.

concession 2.6 — Acknowledging that an opposing point is valid in some respect.

significance 2.6 — Why a claim matters: who is affected and what depends on it.

maxim 2.7 — A short statement of a general rule; Mill reduces his doctrine to two maxims in Chapter 5.

preappointed evidence 2.7 — Bentham's term, borrowed by Mill, for records required in advance (such as a register of poison sales) so that misuse can later be proved.

paternal government 2.7 — Government that treats adults as children to be protected from their own choices; Mill rejects it for adults.

boundary case 2.7 — A case that lies between two principles, so that it is unclear which one should decide it.

centralization of information 2.7 — Mill's proposal that government collect and spread knowledge from many local experiments rather than run everything itself.

Argument map — Chapter 1 and the harm principle

Lesson 2.1 — Mapping a Long Argument — On Liberty, Chapter 1 and the Harm Principle · 11-12.RI.2.A, 11-12.RI.1.D, 11-12.RI.1.A, 11-12.RI.3.D

Mill names a problem before he offers a principle, so the order of Chapter 1 is part of the argument. Fill one box for each part, citing paragraph numbers, then judge whether the order makes the argument convincing.

Part of the argument	Mill's point, in my words	Quotation (para.)

> Rows: the old problem; the new problem; the principle; its limits (who is excluded); the ground he gives for it; the three regions of liberty.

THE DISTINCTION THE PRINCIPLE DEPENDS ON THAT MILL PROMISES (PARAGRAPH 12) TO DEFEND LATER

DOES THE ORDER OF THE CHAPTER MAKE THE ARGUMENT CONVINCING? MY EVALUATION, CITING CHAPTER AND PARAGRAPH

Order chart — four grounds, two orders

Lesson 2.2 — Four Grounds for Free Discussion — On Liberty, Chapter 2 · `11-12.RI.2.A, 11-12.RI.2.B, 11-12.RI.1.A, 11-12.RI.3.D, 11-12.RL.1.B, 11-12.RI.1.B`

Chapter 2 develops four grounds for free discussion and then summarizes them in a different order. Set the two orders side by side, then test one ground on a modern case and find the objection it answers least well.

As the chapter develops them (paras. 3-20, 21-33, 34-39)	As Mill's summary orders them (paras. 41-43)

WHY THE SUMMARY'S ORDER DIFFERS, AND WHAT THE CHANGE DOES FOR A READER

MY MODERN CASE

THE GROUND THAT IS STRONGEST ON MY CASE, AND THE OBJECTION (PARA. 5, 10, 24 OR 31) IT ANSWERS LEAST WELL

Quote at least two sentences, with paragraph numbers.

WHY MILL'S TEST CASES HAVE SINCERE, RESPECTED PERSECUTORS

Syntax as logic — unpacked sentences, imitations, hyphens

Lesson 2.3 — Language Lab — Syntax as Logic: Mill's Sentences and Academic Hyphenation · `11-12.W.3.A.b, 11-12.W.3.A.c, 11-12.W.3.A.d`

Mill's sentence structure carries his logic: a condition, a qualification, a balance. Unpack two of his sentences from Chapters 1 and 2 into their parts, then build three of your own on a free-expression question and label the relationship each structure shows.

Mill's sentence (ch., para.)	Claim	Conditions	Qualifications

1. BALANCED SENTENCE — RELATIONSHIP IT SHOWS:

2. CONDITIONAL FORK — RELATIONSHIP IT SHOWS:

3. INTERRUPTER — RELATIONSHIP IT SHOWS:

Phrase	Hyphenated or open?	The rule that decides it

MILL'S COMMA BETWEEN SUBJECT AND VERB: WHY I WILL NOT COPY IT

Definition tracker — what individuality means in Chapter 3

Lesson 2.4 — Individuality as an Element of Well-Being — On Liberty, Chapter 3 · `11-12.RI.1.B, 11-12.RI.2.C, 11-12.RL.1.B, 11-12.RL.2.C, 11-12.RI.2.B, 11-12.RI.1.A, 11-12.RI.3.D`

Mill builds the meaning of individuality in stages. Quote one sentence for each meaning, then test the argument where it leans on a generalization about other peoples.

Meaning	Mill's sentence (para.)	What it adds to the argument

> Rows: individuality as choice; as owning one's desires; as development.

THE MACHINE AND THE TREE: WHAT THE CONTRAST CLAIMS

A PASSAGE THAT RESTS ON A GENERALIZATION ABOUT OTHER PEOPLES (PARA. 15 OR 17): WHAT DOES IT DO FOR THE ARGUMENT, AND DOES THE ARGUMENT SURVIVE WITHOUT IT?

Reasoning chart — Mill and the Court

Lesson 2.5 — Seminar — Mill and the Court: Where Should Speech Stop? · `11-12.SL.1.A, 11-12.SL.1.B, 11-12.SL.1.C, 11-12.RI.2.D, 11-12.RI.3.B, 11-12.RI.3.C`

This chart is your ticket into the seminar. Delineate each text's reasoning before you judge it, then add Mill's Chapter 4 test beside the American ones.

Element	Virginia Statute	Holmes, Abrams	Brandeis, Whitney	Mill, Ch. 4

> Rows: principle; facts or occasion; test proposed; reasoning; assumption.

ONE TEST EVALUATED: WHERE DOES IT WORK, AND WHERE DOES IT FAIL?

SYNTHESIS NOTE: THE TWO STRONGEST POSITIONS, WHERE THEY AGREE, THE CONTRADICTION THAT REMAINS, AND WHAT WOULD RESOLVE IT

Stage 1 — claim, alternatives, steelman and response

Lesson 2.6 — Writing Workshop — Claims, Counterclaims and the Steelman · `11-12.W.2.A, 11-12.W.3.A.d, 11-12.RI.1.A, 11-12.W.3.A`

This page is **submitted and scored**. A precise claim can be disputed by informed people. Give the counterclaim its strongest form and its own evidence; a straw man is easy to refute and earns nothing. Label each opening transition with the relationship it signals.

MY QUESTION, MY PRECISE CLAIM AND WHY IT MATTERS

TWO ALTERNATIVE POSITIONS MY CLAIM IS NOT

THE STEELMANNED COUNTERCLAIM, WITH TWO PIECES OF ITS OWN EVIDENCE

MY ANSWER: REFUTE, CONCEDE AND LIMIT, OR OUTWEIGH — AND HOW

MY AUDIENCE: ONE BELIEF AND ONE FEAR THEY BRING

Move	Opening transition sentence	Relationship

> Moves: claim to counterclaim; counterclaim to response; section to section.

Case chart — Mill's two maxims applied

Lesson 2.7 — Mill Applies His Principle — On Liberty, Chapter 5 · `11-12.RI.1.D, 11-12.RI.2.A, 11-12.RI.1.A, 11-12.RI.3.D, 11-12.RI.1.B`

In Chapter 5 Mill applies his principle to hard cases, and the two maxims sometimes pull against each other. Choose three of his specimen cases, then apply both maxims to a modern case he never imagined.

Mill's case	Maxim applied	The sentence that decides it (para.)

> Cases: poisons, the unsafe bridge, the violent drunk, the gambling-house, the slavery contract, compulsory education.

MY MODERN CASE

ONE CASE WHERE MILL'S TWO MAXIMS PULL AGAINST EACH OTHER, AND WHICH WINS

BOTH MAXIMS APPLIED TO MY CASE — AND WHERE MY ANSWER IS AS UNCERTAIN AS HIS GAMBLING-HOUSE CASE

Essay and presentation planner — the limits of free expression

Lesson 2.8 — Key Assignment — Argument Essay on the Limits of Free Expression · 11-12.W.2.A, 11-12.W.3.A.a, 11-12.RI.2.D, 11-12.SL.2.A, 11-12.SL.2.B, 11-12.SL.2.C, 11-12.W.3.A.c

A quotation is not an argument until you explain how it supports the claim. Delineate any Supreme Court opinion accurately, including the constitutional principle it applies, before you say whether it helps you.

MY QUESTION AND CLAIM

Section	What it argues	Mill or American text (location)	Done

THE OPINION I DELINEATE, THE PRINCIPLE IT APPLIES, AND WHETHER IT SUPPORTS OR LIMITS MY POSITION

BEFORE I SUBMIT

- [ ] Two alternative positions distinguished
- [ ] The strongest counterclaim developed with its own evidence, then answered
- [ ] Mill and at least two American texts used as evidence
- [ ] 1,300-1,800 words, and I counted; Works Cited includes the court opinions

THE STRONGEST COUNTERCLAIM AND MY RESPONSE, ONE SENTENCE EACH

THREE-MINUTE PRESENTATION: CLAIM, REASONS, COUNTERCLAIM, RESPONSE, CLOSE

Peer review sheet

Lesson 2.8 · 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)		
Counterclaim (11-12.W.2.A)		
Use of sources (11-12.RI.2.D)		
Style and conclusion (11-12.W.2.A, 11-12.W.3.A.a)		
Conventions (11-12.W.3.A.c)		
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 2.8

> 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, significant, distinguished from alternatives.		
Counterclaim (11-12.W.2.A)	Steelmanned with its own evidence; answered by refutation, limitation or outweighing.		
Use of sources (11-12.RI.2.D)	Mill and at least two American texts represented accurately; legal reasoning delineated and evaluated.		
Style and conclusion (11-12.W.2.A, 11-12.W.3.A.a)	Formal, objective; conclusion states consequences and costs.		
Conventions (11-12.W.3.A.c)	Standard grammar and usage; exact quotation; MLA.		
Presentation (11-12.SL.2.A / 11-12.SL.2.B / 11-12.SL.2.C)	Logical sequence of claim, counterclaim and response; a deliberate rhetorical device.		

Submission stages

1. **Stage 1 — Plan.** Claim, alternatives, steelmanned counterclaim with evidence, response, audience (from Lesson 2.6), with the transition that opens each move.
2. **Stage 2 — Peer-reviewed draft.** A partner tests the steelman and the accuracy of your account of Mill and the Court; submit a revision note naming one change and the feedback behind it.
3. **Stage 3 — Final essay.** 1,300-1,800 words, MLA, Works Cited including the court opinions.
4. **Stage 4 — Three-minute recorded argument presentation.** Claim, reasons, counterclaim, response, close. A live presentation 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