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

STUDENT WORKBOOK · UNIT 3 · WEEKS 10-13

The Speech as Public Argument — Burke, Bryan and Terrell

Anchor text: Edmund Burke, Speech on Conciliation with America (House of Commons, 22 March 1775), selected sections; William Jennings Bryan, Speech at the Democratic National Convention, the 'Cross of Gold' (Chicago, 1896), complete; Mary Church Terrell, What It Means to Be Colored in the Capital of the United States (address of 1906, printed 1907), complete

NAME	PERIOD	TEACHER

What you will hand in

1. **Lesson 3.1** — Key-term tracker for each speech and a comparative paragraph (workbook p. 7)
2. **Lesson 3.2** — Figure-of-speech log with ten examples and a usage-change note (workbook p. 8)
3. **Lesson 3.3** — Three-source comparison log and a recorded two-minute evaluation (workbook p. 9)
4. **Lesson 3.4** — Stage 1 speech plan and a first draft with a rehearsal recording (workbook p. 10)
5. **Lesson 3.5** — Delivered or recorded speech plus a written rhetorical rationale (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.

Edmund Burke, *Speech on Conciliation with America* (House of Commons, 22 March 1775), Wikisource transcription of a 1918 school edition; William Jennings Bryan, Speech at the Democratic National Convention ("Cross of Gold"), Chicago, 9 July 1896, Wikisource; Mary Church Terrell, "What It Means to Be Colored in the Capital of the United States," *The Independent* (New York), 24 January 1907, Internet Archive; Aristotle, *Rhetoric*, trans. W. Rhys Roberts (Oxford, 1924), Internet Classics Archive; *Encyclopaedia Britannica*, 11th ed. (1911), "Burke, Edmund" and "Bryan, William Jennings," Wikisource. 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	**Three Speeches in Crisis — Reading Burke, Bryan and Terrell** Anchor Text & Close Reading	Key-term tracker for each speech and a comparative paragraph	p. 7	11-12.RI.1.B, 11-12.RI.2.C, 11-12.RI.2.B, 11-12.RI.3.B, 11-12.RI.3.C, 11-12.RI.1.A
3.2	**Language Lab — Figures of Speech and the Changing Language of Oratory** Rhetoric & Language Lab	Figure-of-speech log with ten examples and a usage-change note	p. 8	11-12.RL.1.B, 11-12.RL.2.C, 11-12.W.3.A.c
3.3	**Listening Lab — Text, Delivery and Occasion** Socratic Dialogue & Listening Lab	Three-source comparison log and a recorded two-minute evaluation	p. 9	11-12.SL.1.C, 11-12.SL.1.B, 11-12.SL.2.A, 11-12.SL.2.B, 11-12.SL.1.A
3.4	**Writing Workshop — Writing for the Ear** Recursive Writing Workshop	Stage 1 speech plan and a first draft with a rehearsal recording	p. 10	11-12.W.2.A, 11-12.W.3.A.d, 11-12.W.3.A, 11-12.SL.2.A, 11-12.SL.2.B, 11-12.SL.2.C
3.5	**Key Assignment — Persuasive Speech and Rhetorical Rationale** Culminating Unit Assessment	Delivered or recorded speech plus a written rhetorical rationale	pp. 11–13	11-12.SL.2.A, 11-12.SL.2.B, 11-12.SL.2.C, 11-12.W.2.A

The key assignment

Persuasive Speech and Rhetorical Rationale.

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	Burke, Speech on Conciliation with America (1775), selected sections; Bryan, "Cross of Gold" (1896), complete; Terrell, "What It Means to Be Colored in the Capital of the United States" (1906), complete (Lesson 3.1)	Your key-term tracker for each speech and your comparative paragraph	
10	The ten figures in the lesson, reread in their place in the three speeches (Lesson 3.2)	Your ten-figure log and usage-change note	
11	One speech heard in performance and read beside a record of its occasion; Aristotle, Rhetoric, on the three appeals (Lessons 3.3-3.4)	Your three-source log and two-minute evaluation; your Stage 1 speech plan	
12	The key assignment packet; reread the speech you will compare with your own (Lesson 3.5)	Your speech and rationale planner, and your rehearsal recording	

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
conciliation	3.1	
free silver	3.1	
accumulation	3.1	
key term	3.1	
occasion	3.1	
figure of speech	3.2	
hyperbole	3.2	
paradox	3.2	
anaphora	3.2	
contested usage	3.2	
transcript	3.3	
delivery	3.3	
applause line	3.3	
adaptation	3.3	
ethos	3.4	

Vocabulary in context (continued)

Term	Lesson	In my own words
pathos	3.4	
logos	3.4	
signposting	3.4	
public comment	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.

conciliation 3.1 — Winning over or reconciling an opponent by concession and goodwill rather than force.

free silver 3.1 — The 1890s movement for unlimited coinage of silver alongside gold to expand the money supply.

accumulation 3.1 — Piling up details or examples until they produce a single overwhelming effect.

key term 3.1 — A word a speaker returns to and redefines to carry the argument.

occasion 3.1 — The event, time and setting in which a speech is delivered.

figure of speech 3.2 — Language used in a departure from the literal to create a particular effect.

hyperbole 3.2 — Deliberate exaggeration for emphasis.

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

anaphora 3.2 — Repetition of a word or phrase at the start of successive clauses.

contested usage 3.2 — A point of grammar or word use on which careful writers and references disagree.

transcript 3.3 — A written version of spoken words, which may be edited after delivery.

delivery 3.3 — How a speech is performed: voice, pace, pause, stress and gesture.

applause line 3.3 — A sentence built to draw a response from the audience.

adaptation 3.3 — Adjusting language and delivery to a particular audience, setting and task.

ethos 3.4 — Persuasion through the speaker's credibility and character.

pathos 3.4 — Persuasion through the audience's emotions and values.

logos 3.4 — Persuasion through reasoning and evidence.

signposting 3.4 — Words that tell listeners where they are in a speech's structure.

public comment 3.4 — A period at a public meeting when members of the public may address officials.

Key-term tracker — three speakers redefine a word

Lesson 3.1 — Three Speeches in Crisis — Reading Burke, Bryan and Terrell · `11-12.RI.1.B, 11-12.RI.2.C, 11-12.RI.2.B, 11-12.RI.3.B, 11-12.RI.3.C, 11-12.RI.1.A`

A speaker who controls what a word means controls the argument. Track each term from an early use to a late one and note how its meaning moves the audience.

Speaker and term	Early use (quoted)	Late use (quoted)	What the change does to the audience

> Terms: Burke, force and liberty; Bryan, business man and one of my choice; Terrell, paradise and one of my choice.

COMPARATIVE PARAGRAPH: HOW TWO SPEAKERS REDEFINE A WORD TO MOVE THEIR AUDIENCE

Quote both.

Figure-of-speech log — ten figures and a usage note

Lesson 3.2 — Language Lab — Figures of Speech and the Changing Language of Oratory · `11-12.RL.1.B, 11-12.RL.2.C, 11-12.W.3.A.c`

A figure read literally is an argument misread. Log ten figures across the three speeches, with at least one hyperbole, one paradox and one anaphora. Then rule on one contested usage for your own speech.

Figure (quoted, speaker)	Name	Literal meaning	Its role

MY CONTESTED USAGE: SINGULAR "THEY," "DATA" AS SINGULAR, OR A FINAL PREPOSITION

THE REFERENCE I CONSULTED, AND WHAT IT SAYS

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

MY USAGE NOTE: HOW USAGE HAS CHANGED SINCE BURKE, AND THE CHOICE I WILL MAKE IN MY SPEECH

Three-source log — text, delivery and occasion

Lesson 3.3 — Listening Lab — Text, Delivery and Occasion · `11-12.SL.1.C, 11-12.SL.1.B, 11-12.SL.2.A, 11-12.SL.2.B, 11-12.SL.1.A`

A printed speech is a version, not a recording. For one speech, set what the page shows beside what a performance adds and what a record of the occasion reveals. A speech that moves its audience has not necessarily reasoned well.

MY SPEECH

Source	What it shows	What it adds or changes

> Rows: the printed text; a performance of it; a record of the occasion.

HOW THE SPEAKER ADAPTED LANGUAGE AND DELIVERY TO AUDIENCE AND SETTING

WHERE THE RHETORIC OUTRUNS THE REASONING — MY TWO-MINUTE EVALUATION, DRAFTED

Stage 1 — the speech plan, written for the ear

Lesson 3.4 — Writing Workshop — Writing for the Ear · `11-12.W.2.A, 11-12.W.3.A.d, 11-12.W.3.A, 11-12.SL.2.A, 11-12.SL.2.B, 11-12.SL.2.C`

This page is **submitted and scored**. Aristotle's phrase that matters is "in any given case": start with the audience and occasion, not the topic. Listeners cannot look back, so signpost every reason and put the strongest first or last.

AUDIENCE AND OCCASION, WITH ITS CONSTRAINTS (TIME LIMIT, WHAT THEY KNOW, VALUE AND FEAR)

MY CLAIM

Reason	Evidence	Signpost

THE COUNTERCLAIM, STATED FAIRLY, AND MY RESPONSE

ETHOS: WHY THIS AUDIENCE SHOULD LISTEN TO ME

PATHOS: ONE CONCRETE CASE OR IMAGE

Device	Where it goes	Its purpose

AFTER MY REHEARSAL RECORDING: ONE PLACE A LISTENER WOULD GET LOST

Speech and rationale planner

Lesson 3.5 — Key Assignment — Persuasive Speech and Rhetorical Rationale · 11-12.SL.2.A, 11-12.SL.2.B, 11-12.SL.2.C, 11-12.W.2.A

The speech must work when heard once; the rationale must explain why each choice is there. A device you cannot justify should be cut. A visual aid earns its place only where it strengthens a point of evidence.

FINAL CLAIM, AUDIENCE AND OCCASION

Device	Where in the speech	Why I chose it

ONE CHOICE COMPARED WITH A CHOICE MADE BY BURKE, BRYAN OR TERRELL

WHAT I CHANGED AFTER MY PARTNER STATED BACK MY CLAIM AND REASONS

VISUAL AID: THE POINT OF EVIDENCE IT STRENGTHENS, OR WHY I AM USING NONE

Rationale paragraph	What it analyzes	Done

BEFORE I DELIVER

- [ ] Claim, signposted reasons, counterclaim and response, in a clear sequence
- [ ] Three deliberate devices, each justified
- [ ] Four to five minutes, timed aloud; rationale 600-800 words, MLA

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 and sequence (11-12.SL.2.A / 11-12.SL.2.B / 11-12.SL.2.C)		
Audible structure (11-12.SL.2.A / 11-12.SL.2.B / 11-12.SL.2.C)		
Rhetorical devices		
Adaptation and media (11-12.SL.2.A, 11-12.SL.2.B, 11-12.SL.2.C)		
Rationale (11-12.W.2.A)		

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 and sequence (11-12.SL.2.A / 11-12.SL.2.B / 11-12.SL.2.C)	Precise claim; logical sequence of reasons, counterclaim and evidence; strong conclusion.		
Audible structure (11-12.SL.2.A / 11-12.SL.2.B / 11-12.SL.2.C)	A listener can state the claim and reasons without the script.		
Rhetorical devices	At least three devices used deliberately and justified in the rationale.		
Adaptation and media (11-12.SL.2.A, 11-12.SL.2.B, 11-12.SL.2.C)	Register fits the occasion; any visual aid does work the voice cannot, and is sourced.		
Rationale (11-12.W.2.A)	Analyzes own choices with evidence; evaluates one weakness; compares with Burke, Bryan or Terrell.		

Submission stages

1. **Stage 1 — Plan.** Audience, occasion, claim, reasons, counterclaim, appeals and devices (from Lesson 3.4).
2. **Stage 2 — Peer-reviewed draft and rehearsal recording.** A partner listens and states back your claim and reasons; submit a revision log naming one change and the feedback behind it.
3. **Stage 3 — Final script and rationale.** Revised speech text and a 600-800 word rhetorical rationale, MLA.
4. **Stage 4 — Delivery.** Live in class, recorded, or to a small group; equal-credit accessible alternatives available.

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