RLP English 9B — Drama, Poetry and the Public Voice

STUDENT WORKBOOK · UNIT 3 · WEEKS 9-12

The Public Voice — Seminal Documents and Frederick Douglass

Anchor text: Frederick Douglass, Narrative of the Life of Frederick Douglass, an American Slave (1845), read complete and in order across Units 3 and 4 (the Preface, the Letter and Chapters 1-9 in this unit), against the Declaration of Independence (1776) and the Gettysburg Address (1863)

Full-length work: Narrative of the Life of Frederick Douglass, an American Slave (unabridged)

NAME	PERIOD	TEACHER

What you will hand in

1. **Lesson 3.1** — Premise-and-evidence breakdown plus a five-item formative check (workbook p. 9)
2. **Lesson 3.2** — One annotated withheld fact from Chapter 1 plus an online formative check (workbook p. 10)
3. **Lesson 3.3** — A case-to-rule chart for one chapter plus an online formative check (workbook p. 11)
4. **Lesson 3.4** — Five sentences combined into periodic form plus an irony analysis (workbook p. 12)
5. **Lesson 3.5** — A central idea traced through three quotations plus an online formative check (workbook p. 13)
6. **Lesson 3.6** — Claim-and-evidence delineation plus a recorded 90-second evaluation and two replies (workbook p. 14)
7. **Lesson 3.7** — Shared-premise organizer, submitted as Stage 1 of the key assignment (workbook p. 15)
8. **Lesson 3.8** — Three-stage essay plus recorded 3-minute address with transcript and register note (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 15 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.

All texts are public domain: *Narrative of the Life of Frederick Douglass* (1845); the Declaration of Independence (1776); the Gettysburg Address (1863); "What to the Slave Is the Fourth of July?" (1852). Sentence-craft instruction adapted from Saylor Academy ENGL000 (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 Declaration as an Argument — Premise, Evidence, and Silence** Anchor Text & Close Reading	Premise-and-evidence breakdown plus a five-item formative check	p. 9	9-10.RI.3.B, 9-10.RI.3.C, 9-10.RI.1.A, 9-10.RI.2.A, 9-10.RI.1.D
3.2	**Framing a Life: The Prefaces, Chapter 1, and the Facts Withheld** Anchor Text & Close Reading	One annotated withheld fact from Chapter 1 plus an online formative check	p. 10	9-10.RI.2.B, 9-10.RI.1.A, 9-10.RI.3.D, 9-10.RL.1.B, 9-10.RI.1.B
3.3	**The Plantation as a System: From Case to Rule in Chapters 3-5** Anchor Text & Close Reading	A case-to-rule chart for one chapter plus an online formative check	p. 11	9-10.RI.2.A, 9-10.RI.1.A, 9-10.RI.3.D
3.4	**Language Lab — Douglass's Sentences: Subordination, Periodic Structure, and Irony** Rhetoric & Language Lab	Five sentences combined into periodic form plus an irony analysis	p. 12	9-10.W.3.A.c, 9-10.RI.1.B, 9-10.RI.2.C, 9-10.RL.1.B, 9-10.RL.2.C, 9-10.W.2.A
3.5	**Learning to Read as the Pathway to Freedom: Chapters 6-7** Anchor Text & Close Reading	A central idea traced through three quotations plus an online formative check	p. 13	9-10.RI.1.D, 9-10.RI.2.B, 9-10.RI.1.B, 9-10.RI.2.C, 9-10.RI.3.D
3.6	**Delineation Lab — Douglass Answers the Declaration** Socratic Dialogue & Listening Lab	Claim-and-evidence delineation plus a recorded 90-second evaluation and two replies	p. 14	9-10.RI.2.D, 9-10.SL.1.B, 9-10.RI.3.B, 9-10.RI.3.C
3.7	**Writing Workshop — Arguing from a Shared Premise** Recursive Writing Workshop	Shared-premise organizer, submitted as Stage 1 of the key assignment	p. 15	9-10.W.2.A, 9-10.W.3.A, 9-10.RI.1.A
3.8	**Key Assignment — Seminal Documents Argument Essay and Public Address** Culminating Unit Assessment	Three-stage essay plus recorded 3-minute address with transcript and register note	pp. 16–18	9-10.W.2.A, 9-10.RI.3.B, 9-10.RI.3.C, 9-10.SL.2.A, 9-10.SL.2.B, 9-10.SL.2.C, 9-10.W.3.A

The key assignment

Seminal Documents Argument Essay, 1,000-1,200 words, with recorded public address.

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	Declaration of Independence; Narrative: Preface, Letter, Chapters 1-2 (Lessons 3.1-3.2)	Your premise / evidence breakdown and the two frames	
10	Narrative, Chapters 3-5 (Lessons 3.3-3.4)	Your case-to-rule chart; one paragraph's clauses marked	
11	Narrative, Chapters 6-9 (Lessons 3.5-3.6)	Your central-idea trace and four-step delineation	
12	Re-read Chapters 6-9 for the essay (Lessons 3.7-3.8)	Your Stage 1 shared-premise organizer	

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
premise	3.1	
syllogism	3.1	
seminal document	3.1	
proposition	3.1	
authenticating document	3.2	
abolitionist	3.2	
withheld fact	3.2	
testimony	3.2	
system	3.3	
anecdote	3.3	
generalization	3.3	
impunity	3.3	
providence	3.3	
subordination	3.4	
periodic sentence	3.4	

Vocabulary in context (continued)

Term	Lesson	In my own words
loose sentence	3.4	
verbal irony	3.4	
antithesis	3.4	
central idea	3.5	
antithesis	3.5	
irresponsible power	3.5	
The Columbian Orator	3.5	
ell	3.5	
delineate	3.6	
the link	3.6	
sufficiency	3.6	
internal contradiction	3.6	
shared premise	3.7	
common ground	3.7	
burden	3.7	

Vocabulary in context (continued)

Term	Lesson	In my own words
limitation	3.7	

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.

premise 3.1 — A proposition an argument rests on; a self-evident premise is asserted rather than evidenced.

syllogism 3.1 — A structure in which a conclusion follows necessarily from stated premises.

seminal document 3.1 — A foundational text whose language later texts return to and contest.

proposition 3.1 — A claim put forward for testing — Lincoln's word for what the Declaration asserted.

authenticating document 3.2 — A preface, letter or testimonial by a trusted figure, placed before a formerly enslaved author's text to vouch for its authorship and truth.

abolitionist 3.2 — A person working to end slavery; Garrison and Phillips were two of the movement's best-known voices.

withheld fact 3.2 — Information deliberately kept from a person — here, Douglass's age and parentage — that the narrative turns into evidence.

testimony 3.2 — A first-person account offered as evidence; the Narrative is testimony addressed to readers inclined to doubt it.

system 3.3 — A set of rules, incentives and silences that produces the same results whoever is in charge.

anecdote 3.3 — A single short story offered as an example or as evidence.

generalization 3.3 — A broad principle drawn from particular cases; in an argument, the claim the cases support.

impunity 3.3 — Freedom from punishment; Douglass shows that the law gave overseers impunity because enslaved witnesses could not testify.

providence 3.3 — The belief that God guides events; Douglass reads his move to Baltimore this way.

subordination 3.4 — Ranking ideas by grammar so the reader knows which clause to carry forward.

periodic sentence 3.4 — A sentence that holds its main clause until the end, building pressure through preceding subordinate material.

loose sentence 3.4 — A sentence that leads with its main clause and trails detail; it releases rather than builds.

The definitions (continued)

verbal irony 3.4 — Saying the opposite of what is meant, here with almost no signaling, so the judgment forms in the reader.

antithesis 3.4 — Opposed ideas in matching grammatical form — Douglass's "he dealt sparingly with his words, and bountifully with his whip."

central idea 3.5 — The main point a text develops across its parts; here, that literacy is the pathway from slavery to freedom.

antithesis 3.5 — Opposed ideas set in matching grammatical form — "What he most dreaded, that I most desired."

irresponsible power 3.5 — Power that answers to no one; Douglass's name for what changed Sophia Auld.

The Columbian Orator 3.5 — A popular schoolbook of speeches and dialogues that gave Douglass arguments against slavery and models of eloquence.

ell 3.5 — An old unit of length, about 45 inches; "give an inch, take an ell" means that a small allowance leads to a large claim.

delineate 3.6 — To lay an argument out in parts: claim, evidence, and the link between them.

the link 3.6 — What must be true for a given piece of evidence to support a given claim.

sufficiency 3.6 — Whether the evidence offered is enough, in quantity and kind, to carry the claim.

internal contradiction 3.6 — A conflict inside a position's own premises, which cannot be dismissed as an outside attack.

shared premise 3.7 — A proposition both sides accept, from which an argument can proceed without first winning agreement.

common ground 3.7 — The set of beliefs an audience already holds that an arguer can build on.

burden 3.7 — The obligation to resolve a contradiction, which the shared-premise structure shifts to the opponent.

limitation 3.7 — Something a reading genuinely cannot account for — named specifically, not hedged.

The Declaration as an argument

Lesson 3.1 — The Declaration as an Argument — Premise, Evidence, and Silence · `9-10.RI.3.B, 9-10.RI.3.C, 9-10.RI.1.A, 9-10.RI.2.A, 9-10.RI.1.D`

This is not a monument; it is a syllogism with a long middle. Find the joints.

THE MAJOR PREMISE, QUOTED

HOW MANY ITEMS OF EVIDENCE ARE OFFERED FOR THE PREMISE ITSELF?

Evidence — three items, in the order given	What each one is offered to prove

THE CONCLUSION, QUOTED

THE EVIDENCE IS FRAMED AS A "HISTORY" RATHER THAN A LIST. WHY DOES THAT MATTER TO THE ARGUMENT?

A PREMISE STATED IN UNIVERSAL TERMS CANNOT BE QUIETLY LIMITED. WHAT DOES THAT MAKE AVAILABLE TO A LATER WRITER EXCLUDED FROM ITS APPLICATION? NAME ONE SUCH WRITER AND ONE SENTENCE OF THEIRS.

Framing a life — who vouches, and what is withheld

Lesson 3.2 — Framing a Life: The Prefaces, Chapter 1, and the Facts Withheld · `9-10.RI.2.B, 9-10.RI.1.A, 9-10.RI.3.D, 9-10.RL.1.B, 9-10.RI.1.B`

Two white abolitionists introduce the book before Douglass speaks. Then Chapter 1 opens with facts he cannot know. Record both frames.

Frame	Who speaks / what they claim (quoted)	Why the book needed it in 1845

Withheld fact in Chapter 1	Quoted line	Who benefits from my not knowing it

ANNOTATE ONE WITHHELD FACT: WHAT DOES DOUGLASS MAKE THE READER FEEL BY BEGINNING WITH WHAT HE DOES NOT KNOW?

Case to rule — the plantation as a system

Lesson 3.3 — The Plantation as a System: From Case to Rule in Chapters 3-5 · 9-10.RI.2.A, 9-10.RI.1.A, 9-10.RI.3.D

Douglass tells one case, then names the rule it proves. Find the pattern in one chapter (3, 4 or 5).

MY CHAPTER

The case (what happened, quoted)	The rule Douglass draws from it	Who the rule serves

WHY DOES A SYSTEM NEED A CASE TO BE BELIEVED — AND A CASE NEED A RULE TO MATTER?

Sentence craft — subordination and the periodic sentence

Lesson 3.4 — Language Lab — Douglass's Sentences: Subordination, Periodic Structure, and Irony · `9-10.W.3.A.c, 9-10.RI.1.B, 9-10.RI.2.C, 9-10.RL.1.B, 9-10.RL.2.C, 9-10.W.2.A`

Subordination ranks ideas by grammar, so the reader knows which clause to carry forward. A periodic sentence holds its main clause until the end; a loose sentence leads with it.

The choppy set	Combined as ONE periodic sentence (main clause last)

> Set A: Mrs. Auld began teaching him. He learned the alphabet. Mr. Auld forbade it. He understood what reading was for. Set B: The law forbade it. The household enforced it. Neighbours approved of it. He learned anyway.

NOW REWRITE SET B AS A LOOSE SENTENCE — AND SAY IN ONE LINE WHICH VERSION YOU WOULD USE, AND FOR WHAT

Irony. Find one place where Douglass reports an enslaver's self-description in their own terms and does not comment on it.

WHERE IT IS, AND WHAT THE ABSENCE OF COMMENT ACCOMPLISHES

Central idea trace — learning to read as the pathway to freedom

Lesson 3.5 — Learning to Read as the Pathway to Freedom: Chapters 6-7 · 9-10.RI.1.D, 9-10.RI.2.B, 9-10.RI.1.B, 9-10.RI.2.C, 9-10.RI.3.D

Trace one central idea across Chapters 6-7 with three quotations, in order. Each must show the idea developing, not just repeating.

THE CENTRAL IDEA, IN ONE SENTENCE WITH DOUGLASS AS THE SUBJECT

Quoted line + (chapter)	What it adds to the idea at this point

WHY DOES DOUGLASS CALL READING "A CURSE RATHER THAN A BLESSING" — AND WHY DOES HE KEEP READING?

Delineation — claim, evidence, and the link

Lesson 3.6 — Delineation Lab — Douglass Answers the Declaration · `9-10.RI.2.D, 9-10.SL.1.B, 9-10.RI.3.B, 9-10.RI.3.C`

Four steps. Step 3 is the one everybody skips and the one that decides arguments: **what has to be true for that evidence to support that claim?**

STEP 1 — THE CLAIM (THE SENTENCE SOMEONE COULD DENY)

Step 2 — the evidence, in the order offered	What it is offered to show

STEP 3 — THE LINK. STATE IT AS A FULL PROPOSITION.

Step 4 — the three tests	My judgment, and why

> The tests: is the reasoning **valid** · is the evidence **relevant** to the claim actually made · is it **sufficient**. Ask also what this argument does *not* need to prove.

MY QUESTION FOR THE CLASS — CONNECTING THIS ARGUMENT'S STRUCTURE TO SOMETHING BEYOND THIS COURSE

Stage 1 — the shared-premise organizer

Lesson 3.7 — Writing Workshop — Arguing from a Shared Premise · `9-10.W.2.A, 9-10.W.3.A, 9-10.RI.1.A`

This page is **submitted and scored**. An argument built on your own premises can be declined at the first sentence. An argument built on *theirs* cannot.

MOVE 1 — THE SHARED PREMISE, IN THE FORM ITS HOLDERS WOULD STATE IT, AT ITS STRONGEST

Generosity here is load-bearing. A hedged premise collapses the whole structure.

MOVE 2 — THE STANDARD THAT PREMISE IMPLIES, IN ONE SENTENCE

Move 3 — evidence of the gap (from two seminal documents and the Narrative)	Citation

MOVE 4 — WHERE THE BURDEN NOW SITS, AND WHY IT IS THEIRS

ONE LIMITATION OF MY OWN READING — SOMETHING IT GENUINELY CANNOT ACCOUNT FOR

"This is only my opinion" is a hedge, not a limitation.

Essay planner and public-address register note

Lesson 3.8 — Key Assignment — Seminal Documents Argument Essay and Public Address · `9-10.W.2.A, 9-10.RI.3.B, 9-10.RI.3.C, 9-10.SL.2.A, 9-10.SL.2.B, 9-10.SL.2.C, 9-10.W.3.A`

The address is not a condensed essay. The audience is civic — a school board, a town meeting — and that change makes real demands.

Paragraph	Topic sentence	Evidence	Done

> Handle the gap between a document's stated principle and its practice **as evidence, not as accusation**. "The founders were hypocrites" ends the analysis; a claim about what the universal premise made possible begins one.

Register note. Two decisions the civic audience required — and what each one COST.

What I changed for the address	Why the audience required it	What it cost

BEFORE SUBMISSION

- [ ] 1,000-1,200 words; two seminal documents and the Narrative
- [ ] At least one document's argument delineated in my own prose
- [ ] A counterclaim with its genuine strength named, plus my own limitation
- [ ] The address is 3 minutes with a transcript and the register note

Peer review sheet

Lesson 3.8 · 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 (9-10.W.2.A)		
Delineation (9-10.RI.2.D)		
Documents in relation (9-10.RI.3.B / 9-10.RI.3.C)		
Counterclaim and limitation (9-10.W.2.A)		
Divergence handled as evidence		
Public address (9-10.SL.2.A, 9-10.SL.2.B, 9-10.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 3.8

> 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 (9-10.W.2.A)	Precise claim about the relationship between the texts, not a comparison of their content.		
Delineation (9-10.RI.2.D)	At least one document's argument separated into premise and evidence in the writer's own analytical prose.		
Documents in relation (9-10.RI.3.B / 9-10.RI.3.C)	Shows what changes when a later text takes up an earlier one's language, with evidence from both.		
Counterclaim and limitation (9-10.W.2.A)	Counterclaim's genuine strength named; one specific limitation of the writer's own reading stated without hedging.		
Divergence handled as evidence	The gap between stated principle and practice is analyzed, not used as an accusation that ends the analysis.		
Public address (9-10.SL.2.A, 9-10.SL.2.B, 9-10.SL.2.C)	Adapted for a civic audience; claim arrives early; register note names two decisions and their cost; transcript supplied.		

Submission stages

1. **Stage 1 — Shared-premise organizer.** From Lesson 3.7: premise at its strongest, the standard it implies, four cited quotations showing the gap, the counterclaim with its strength named, and one limitation of your own reading.
2. **Stage 2 — Peer-reviewed rough draft (750+ words).** Upload, peer-review two classmates, then submit a revision note naming one specific change and the feedback behind it.
3. **Stage 3 — Final revised essay (1,000-1,200 words) + Works Cited.** MLA, PDF.
4. **Stage 4 — Recorded public address (3 minutes) + transcript + register note.** The note names two decisions the civic audience required and what each cost. Live delivery in a scheduled session 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