Whose Freedom?

Use sources without losing sight of who said what.

12.6.W.3 "Students will integrate quotes, paraphrases, and summaries from research, following a consistent citation style (e.g., MLA, APA) to avoid plagiarism."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one quotation, circle one paraphrase, and number one summary in the passage. Mark the citation that credits each use of a source.

Two Speeches, One Unfinished Ideal

1 At a public reading about American freedom, a familiar phrase can hide a hard question: freedom for whom? In his 1852 speech "What to the Slave Is the Fourth of July?," Frederick Douglass addressed an audience celebrating independence while slavery remained legal in the United States. He challenged the celebrants: "You may rejoice, I must mourn" (Douglass). The short quotation preserves the sharp contrast between their celebration and his grief. Quotation marks show where his exact words begin and end. The citation identifies whose language has entered this argument, so a reader will not mistake it for the writer's.

2 Eleven years later, Abraham Lincoln spoke at the dedication of a cemetery for soldiers killed at Gettysburg. In the "Gettysburg Address," he asked those still alive to carry forward the work for which the dead had fought (Lincoln). This sentence restates his call instead of reproducing his wording, so it still names its source. Lincoln also imagined a future in which "government of the people, by the people, for the people, shall not perish from the earth" (Lincoln). His words focus on a political ideal, but the speech alone does not show that everyone already shared its benefits.

3 Douglass's speech argues that an independence celebration rings hollow when enslaved people remain excluded from its promise; he moves from the occasion of the holiday to a broader attack on slavery (Douglass). In contrast, Lincoln's brief address honors the dead and urges the living to pursue a nation more fully committed to equality (Lincoln). Read together, the speeches show why a national ideal can invite both criticism and commitment. Neither summary pretends to quote the speakers' exact language. Both still credit the original speeches, because a condensed account of someone else's argument is borrowed intellectual work.

2 ANSWER WITH EVIDENCE

Use the passage

1. Copy Douglass's quoted words and their citation. What shows that the words are quoted rather than paraphrased?

2. Find the sentence that paraphrases Lincoln's call to the living. How does it credit him without using quotation marks?

3. Which sentence summarizes Douglass's speech beyond the brief words quoted in paragraph 1? Explain why it still needs a citation.

4. A writer's draft says, "Lincoln's address urged the living to continue a struggle toward equality." Rewrite the idea in your own words and add the correct MLA parenthetical citation.

3 YOUR TURN

Your own words

Write a 70 to 95 word museum label about how the meaning of national freedom can change. Include one short quotation from Douglass, a paraphrase of Lincoln's call to the living, and a one-sentence summary of Douglass's argument; cite each borrowed idea in the style used above.

ANSWER KEY

Whose Freedom?

GRADE 12 · 12.6.W.3

PART 1 · READ AND MARK

Underline one quotation, circle one paraphrase, and number one summary in the passage. Mark the citation that credits each use of a source. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Copy Douglass's quoted words and their citation. What shows that the words are quoted rather than paraphrased?	**"You may rejoice, I must mourn" (Douglass). Quotation marks identify Douglass's exact words.**
2	Find the sentence that paraphrases Lincoln's call to the living. How does it credit him without using quotation marks?	**The sentence begins "In the 'Gettysburg Address,' he asked those still alive." It restates Lincoln's idea in new wording and ends with (Lincoln).**
3	Which sentence summarizes Douglass's speech beyond the brief words quoted in paragraph 1? Explain why it still needs a citation.	**The first sentence of paragraph 3 summarizes his larger argument about the holiday and slavery. It needs (Douglass) because the argument comes from his speech.**
4	A writer's draft says, "Lincoln's address urged the living to continue a struggle toward equality." Rewrite the idea in your own words and add the correct MLA parenthetical citation.	**Lincoln called on survivors to keep working toward a nation that better fulfilled its promise of equality (Lincoln).**

PART 3 · YOUR TURN (SAMPLE ANSWER)

An exhibit on independence should show that a nation's ideals can be tested by people excluded from them. Douglass confronted celebrants with the words "You may rejoice, I must mourn" (Douglass), asking whose freedom was being honored. Lincoln later urged survivors to continue the unfinished struggle and build a nation truer to equality (Lincoln). Across his speech, Douglass challenges a holiday that celebrates liberty while slavery continues, turning a festive occasion into an argument about injustice (Douglass).

Accept accurate wording other than the samples. Check that exact language has quotation marks, paraphrases and summaries use the student's own wording, and each borrowed idea has the matching author citation.