



## **SAMPLES OF STANDARDS STUDENTS ARE LEARNING THIS NINE WEEKS:**

### **6<sup>th</sup> Grade ELA**

**STANDARDS: RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.8, W.6.3**

#### 6<sup>th</sup> Grade Reading: Informational Text

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*Emancipation Proclamation (1863): An Excerpt from American Historical Documents (1000-1904)*

The war for the maintenance of the Union had been going on for a year and a half before Lincoln issued the preliminary proclamation quoted in the beginning of the present document. The emancipation proclamation of January 1, 1863, enlarged the basis of the conflict, and from the point of view of foreign nations gave the North the advantage of a moral as well as a political issue. Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

“That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State, or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.”

“That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be in good faith represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States.”

Now, therefore, I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as commander-in-chief of the Army and Navy of the United States, in time of actual armed rebellion against authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my

purpose so to do, publicly proclaimed for the full period of one hundred days from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof, respectively, are this day in rebellion against the United States, the following, to wit: Arkansas, Texas, Louisiana (except the parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James, Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the city of New Orleans), Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth), and which excepted parts are, for the present, left precisely as if this proclamation were not issued.

And by virtue of the power and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States and parts, of States are, and henceforward shall be, free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons. And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defense; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind and the gracious favor of Almighty God.

In witness whereof, I have hereunto set my hand, and caused the seal of the United States to be affixed.

Done at the city of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and of the Independence of the United States of America the eighty-seventh.

Abraham Lincoln.

### CCSS.RI.6.1

- According to the proclamation, may the freed parties use violence to obtain freedom? Which answer below is supported by textual evidence?
  - a. No, violence is only to be used in cases of self-defense.
  - b. No, violence is never justified.
  - c. Yes, if their owners do not free them.
  - d. Yes, it is their right to use violence.

Answer: a

### CCSS.RI.6.2

- Of the choices below, what is the best central idea or summary of the text?
  - a. The proclamation forces people to pay wages to their slaves.
  - b. The proclamation is fulfilling God's favor on man.
  - c. The proclamation allows slaves to serve in the military.
  - d. The proclamation proclaims freedom for slaves.

Answer: d

### CCSS.RI.6.3

- How did this proclamation help those who were enslaved? Which of the following was not evidence of this?
  - a. It allows slaves to use violence in self-defense.
  - b. It gives slaves a right to vote.
  - c. It allows slaves to serve in the military.
  - d. It proclaims freedom for slaves.

Answer: b

### CCSS.RI.6.4

- What is the meaning of "vested" in the following sentence?

"Now, therefore, I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as commander-in-chief of the Army and Navy of the United States, "

- a. To place or settle
- b. Sleeveless garment
- c. To give
- d. Inalienable right

Answer: a

**CCSS.RI.6.5**

- How do the underlined sentences in the first paragraph provide the introduction for this excerpt? Which of the following is not an acceptable answer?
  - a. They provide the historical context for this excerpt.
  - b. They discuss how the proclamation influenced the country.
  - c. They discuss how the proclamation shaped world perception.
  - d. They discuss how influential Lincoln had become.

Answer: d

**CCSS.RI.6.6**

- In general, what is the author's point of view in this text?
  - a. The emancipation proclamation was never truly enforced by the government.
  - b. The emancipation proclamation did not really help to free the slaves.
  - c. Although the emancipation proclamation broadened the basis of conflict, it gave the North a moral and political advantage among the nations.
  - d. Abraham Lincoln was an innovative thinker and a strong leader who cared for the equality of all people from all different races.

Answer: c

**CCSS.RI.6.7**

- Of the choice below, which other medium would you not add to this text to enhance the information?
  - a. A picture of Abraham Lincoln.
  - b. A copy of the final proclamation.
  - c. A video of the civil war.
  - d. A map of the states and counties mentioned.

Answer: c

**CCSS.RI.6.8**

- What evidence does the text give to support this sentence?

“The emancipation proclamation of January 1, 1863, enlarged the basis of the conflict, and from the point of view of foreign nations gave the North the advantage of a moral as well as a political issue. “

- a. The foreign nations sent ambassadors to assist the North.
- b. The foreign nations sent financial support to the North.
- c. The Union states were enraged by this proclamation.
- d. The text does not give evidence to support this.

Answer: d

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**W.6.3**

## Exploring a Round Earth

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#### *When Did We Learn the Earth Was Round?*

We all know the story: “In 1492, Columbus sailed the ocean blue.” Christopher Columbus, a European explorer, wanted to circle the world from Spain to India. As the legend goes, the Spanish government did not support his idea because they thought the Earth was flat. They were afraid that the ships would sail right off the edge of the Earth.

Columbus did end up making his trip, and even though he eventually landed in what was to become the Americas instead of India, it was considered a success. Columbus had discovered new colonies for Spain and shown that the Earth was round.

Christopher Columbus’s amazing journey is the stuff of legends, but like many legends, it is not completely true. While it makes an entertaining story, the Spanish government did not actually think that the Earth was flat. In fact, people had known that the Earth was round for almost 2,000 years before Columbus’s epic ocean voyage. They did not even need to sail around the world to prove it. *A Rounded View of the World*

The ancient Greeks were the first people to realize that the Earth was actually round. Records are not clear on the subject, but many people believe that the

Greek philosopher and mathematician Pythagoras was the first person to understand that the Earth was actually a sphere.

Pythagoras and other early Greek thinkers explained this theory, or idea, by describing how a person sees a ship come into port. As a ship moves closer to land, we first see the top of the mast, then the sails, and then the body of the boat. If the world were flat, we would see the entire ship all at once.

This theory was one of the many topics covered at the Pythagorean school, which was attended by some of ancient Greece's greatest minds, including Aristotle. Aristotle, a fourth century BCE philosopher and teacher, also believed the Earth was spherical. During a lunar eclipse, the Earth passes between the sun and a full moon. Aristotle noticed that the shadow cast by the Earth onto the moon during a lunar eclipse was actually round. The round shadow of the Earth meant that Earth's shape was round too.

Some people rejected the idea that the world was a sphere. They argued that the shadow seen on the moon during a lunar eclipse could be caused by an Earth that was round but also flat, much like the shape of a pancake. Aristotle had another way to prove his hypothesis.<sup>1</sup> He pointed out that if the Earth were flat, the North Star would always be in the same location in the sky no matter where you were in the world. Travelers knew that the North Star was not always in the same place in the sky. As you get closer to the Southern Hemisphere, the North Star is closer to the horizon. As you move toward the Northern Hemisphere, the North Star is higher overhead. This could happen only if the Earth was round.

Unfortunately, many ancient documents were lost in the early part of modern times, and from around CE 400–1200, the world was once again considered to be flat. But by the fifteenth century, ancient texts about science and astronomy had been recovered. It was again common knowledge that the Earth was round.

### *The Truth about the Legend*

Legends make great stories, and they can help us remember important stories like that of Columbus's journey. But they also change over time, and sometimes the facts change with them. We now know that the Spanish government always understood that the Earth was round. So what was the real reason they tried to discourage Columbus from sailing around the world? Based on estimates of the Earth's circumference, or the distance around the Earth, they were actually concerned that the trip from Spain to India would be far too long for Columbus and his men to survive. Fortunately for Columbus's crew, and for us, the Americas blocked their way.

<sup>1</sup> **hypothesis:** an idea that can be tested



