

Practice Close Reading Exemplar Text

TEXT OF FREDERICK DOUGLASS, “MEN OF COLOR, TO ARMS!”

When first the rebel cannon shattered the walls of Sumter and drove away its starving garrison, I predicted that the war then and there **inaugurated** would not be fought out entirely by white men. Every month's experience during these dreary years has confirmed that opinion. A war undertaken and **brazenly** carried on for the perpetual enslavement of colored men, calls logically and loudly for colored men to help suppress it. Only a moderate share of sagacity was needed to see that the arm of the slave was the best defense against the arm of the slaveholder. Hence with every reverse to the national **arms**, with every exulting shout of victory raised by the slaveholding rebels, I have implored the imperiled nation to unchain against her foes, her powerful black hand.

battalion

dull

wisdom

Slowly and reluctantly that **appeal** is beginning to be **heeded**. Stop not now to complain that it was not **heeded** sooner. It may or it may not have been best that it should not. This is not the time to discuss that question. Leave it to the future. When the war is over, the country is saved, peace is **established**, and the black man's rights are secured, as they will be, history with an impartial hand will dispose of that and sundry other questions. Action! Action! not criticism, is the plain duty of this hour. Words are now useful only as they **stimulate** to blows. The office of speech now is only to point out when, where, and how to strike to the best advantage. There is no time to delay. The tide is at its flood that leads on to fortune. From East to West, from North to South, the sky is written all over, “Now or never.” Liberty won by white men would lose half its **luster**. “Who would be free themselves must strike the blow.” “Better even die free, than to live slaves.” This is the **sentiment** of every brave colored man amongst us.

neutral,
assorted

There are weak and cowardly men in all nations. We have them amongst us. They tell you this is the “white man's war”; and you will be “no better off after than before the war”; that the getting of you into the army is to “sacrifice you on the first opportunity.” Believe them not; towards themselves, they do not wish to have their cowardice shamed by your brave example. Leave them to their timidity, or to whatever motive may hold them back.

I have not thought lightly of the words I am now addressing you. The counsel I give comes of close observation of the great struggle now in progress, and of the deep conviction that this is your hour and mine. In good earnest then, and after the best deliberation, I now for the first time during this war feel at liberty to call and **counsel** you to arms. By every consideration which binds you to your enslaved fellow—countrymen, and the peace and welfare of your country; by every aspiration which you cherish for the freedom and equality of yourselves and your children; by all the ties of blood and identity which make us one with the brave black men now fighting our battles in Louisiana and in South Caroline, I urge you to **fly** to arms, and smite with death the power that would bury the government and your liberty in the same hopeless grave....

reason

hope

slash

UNDERLINE THOSE WORDS THAT SHOULD BE GLOSSED AND CIRCLE ALL TIER 2 VOCABULARY.

I am authorized to assure you that you will receive the same wages, the same rations, and the same equipments, the same protection, the same treatment, and the same bounty, secured to the white soldiers. You will be led by able and skillful officers, men who will take especial pride in your efficiency and success. They will be quick to accord to you all the honor you shall merit by your valor, and see that your rights and feelings are respected by other soldiers. I have assured myself on these points, and can speak with authority. More than twenty years of unswerving devotion to our common cause may give me some humble claim to be trusted at this momentous crisis. I will not argue. To do so implies hesitation and doubt, and you do not hesitate. You do not doubt.

The day dawns; the morning star is bright upon the horizon! The iron gate of our prison stands half open. One gallant rush from the North will fling it wide open, while four millions of our brothers and sisters shall march out into liberty. The chance is now given you to end in a day the bondage of centuries, and to rise in one bound from social degradation to the place of common equality with all other varieties of men....

Practice Close Reading Exemplar Questions

TEXT AND QUESTIONS FOR FREDERICK DOUGLASS, “MEN OF COLOR, TO ARMS!”

When first the rebel cannon shattered the walls of Sumter and drove away its starving garrison, I predicted that the war then and there inaugurated would not be fought out entirely by white men. Every month's experience during these dreary years has confirmed that opinion. A war undertaken and brazenly carried on for the perpetual enslavement of colored men, calls logically and loudly for colored men to help suppress it. Only a moderate share of sagacity was needed to see that the arm of the slave was the best defense against the arm of the slaveholder. Hence with every reverse to the national arms, with every exulting shout of victory raised by the slaveholding rebels, I have implored the imperiled nation to unchain against her foes, her powerful black hand.

- At the beginning of the war Douglass made a prediction. What was it?**
- What reasons does Douglass offer for thinking that his prediction will prove to be true?**

Slowly and reluctantly that appeal is beginning to be heeded. Stop not now to complain that it was not heeded sooner. It may or it may not have been best that it should not. This is not the time to discuss that question. Leave it to the future. When the war is over, the country is saved, peace is established, and the black man's rights are secured, as they will be, history with an impartial hand will dispose of that and sundry other questions. Action! Action! not criticism, is the plain duty of this hour. Words are now useful only as they stimulate to blows. The office of speech now is only to point out when, where, and how to strike to the best advantage. There is no time to delay. The tide is at its flood that leads on to fortune. From East to West, from North to South, the sky is written all over, “Now or never.” Liberty won by white men would lose half its luster. “Who would be free themselves must strike the blow.” “Better even die free, than to live slaves.” This is the sentiment of every brave colored man amongst us.

- Douglass states, “This is not the time to discuss that question.” What question is he referring to?**
- Paraphrase the meaning of the following sentence: “When the war is over, the country is saved, peace is established, and the black man's rights are secured, as they will be, history with an impartial hand will dispose of that and sundry other questions.”**
- Instead of discussing the question, what does Douglass advocate doing instead?**

There are weak and cowardly men in all nations. We have them amongst us. They tell you this is the “white man's war”; and you will be “no better off after than before the war”; that the getting of you into the army is to “sacrifice you on the first opportunity.” Believe them not; cowards themselves, they do not wish to have their cowardice shamed by your brave example. Leave them to their timidity, or to whatever motive may hold them back.

- Who is Douglass addressing in this paragraph (“We have them among us”)?**
- What concern of theirs is he attempting to reply to in this paragraph? What is his reply?**

CREATE QUESTIONS FOR THE FOLLOWING PARAGRAPHS THAT BUILD UPON THOSE ABOVE.

I have not thought lightly of the words I am now addressing you. The counsel I give comes of close observation of the great struggle now in progress, and of the deep conviction that this is your hour and mine. In good earnest then, and after the best deliberation, I now for the first time during this war feel at liberty to call and counsel you to arms. By every consideration which binds you to your enslaved fellow—countrymen, and the peace and welfare of your country; by every aspiration which you cherish for the freedom and equality of yourselves and your children; by all the ties of blood and identity which make us one with the brave black men now fighting our battles in Louisiana and in South Caroline, I urge you to fly to arms, and smite with death the power that would bury the government and your liberty in the same hopeless grave....

- _____

- _____

I am authorized to assure you that you will receive the same wages, the same rations, and the same equipments, the same protection, the same treatment, and the same bounty, secured to the white soldiers. You will be led by able and skillful officers, men who will take especial pride in your efficiency and success. They will be quick to accord to you all the honor you shall merit by your valor, and see that your rights and feelings are respected by other soldiers. I have assured myself on these points, and can speak with authority. More than twenty years of unswerving devotion to our common cause may give me some humble claim to be trusted at this momentous crisis. I will not argue. To do so implies hesitation and doubt, and you do not hesitate. You do not doubt.

- _____

- _____

The day dawns; the morning star is bright upon the horizon! The iron gate of our prison stands half open. One gallant rush from the North will fling it wide open, while four millions of our brothers and sisters shall march out into liberty. The chance is now given you to end in a day the bondage of centuries, and to rise in one bound from social degradation to the place of common equality with all other varieties of men....

- _____

- _____

Practice Close Reading Exemplar Assessment

CREATE A WRITING ASSESSMENT BASED ON THE EVIDENCE STUDENTS WILL HAVE GATHERED FROM ANSWERING THE QUESTIONS ABOVE.

WRITING STANDARDS FOR GRADE 6 ARE PROVIDED BELOW TO ASSIST IN FRAMING AN APPROPRIATE ASSESSMENT.

6.W.1 Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style
- f. Provide a concluding statement or section that follows from the information or explanation presented.

□ _____

