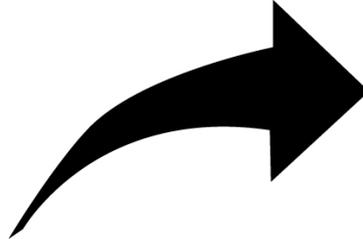


MEANINGFUL READING

Focus on Black History

Read Strategically

Learn More



More Resources: Center for Urban Education
<http://teacher.depaul.edu>

NONFICTION READING STRATEGIES

Organize Progress: Enable students to read nonfiction independently.

Strategy	Priority
Establish a purpose for reading	
Preview a passage	
Skim a text to identify major visual patterns	
Use structure of text to locate information	
Scan a text to locate information quickly	
List information related to a topic or question	
Make a time-line/sequence events	
Outline in a variety of ways	
Re-read to clarify	
Identify important ideas—cite evidence to support your choice	
Summarize and then identify main idea	
Chart information, then summarize	
Make a Venn diagram to compare/contrast, then summarize	
Use cause-effect diagram to identify and analyze relations	
Develop a mental image of the meaning—may include drawing and graphic organizer	
Identify kinds of questions and appropriate responses	
Ask yourself questions as you read	
Take Notes, then review to identify important ideas and information	
Draw and support conclusions with evidence	
Adjust reading rate to level of text difficulty	
Synthesize in a variety of formats	

How to Analyze Nonfiction: Gradually Release Responsibility as Students Develop Core Competence

BIG Idea: Nonfiction writers use information to communicate ideas. Readers analyze nonfiction to figure out important ideas.

Big Questions: How does a nonfiction writer organize a passage? How do readers analyze nonfiction?

Preview Model Interest	Model and GUIDE	GUIDE and go farther	ASSESS and Clarify	Finish well
<p>I DO: Demonstrate—how do I know if a passage is nonfiction? How do I preview it—scan the passage and examine the illustrations to figure out what the passage is about? (title; headings; bold print; diagrams, illustrations, captions)</p> <p>WE DO: List strategies to start to read nonfiction. Analyze the introduction to figure out what the topic is. Ask a big question about the topic that I think I will be able to answer based on the preview.</p> <p>YOU DO List the main sub-topics—based on the headings and illustrations/graphics. Note unfamiliar words.</p> <p>Check for Understanding: Start a nonfiction reader's guide</p>	<p>I DO: Think out loud—How do I know if information is important in a nonfiction passage? Demonstrate with one paragraph or section—what information helps clarify the sub-topic?</p> <p>WE DO: Choose a paragraph or section and list the most important information. Diagram: Idea; supporting information. Infer the meaning of an unfamiliar word in the paragraph</p> <p>YOU DO: Continue to identify important ideas and supporting information for each section or paragraph.</p> <p>Check for understanding: Add to the nonfiction reader's guide.</p>	<p>I DO: How do I figure out the organization of a text—description; sequential order; cause and effect; compare and contrast; problem and solution—and how does that help me understand the central idea? How do I figure out the author's purpose?</p> <p>WE DO: Analyze the structure of the text—how it is organized. Figure out the central idea of the passage—and explain why that is the author's purpose, what the author wants the reader to understand about the topic.</p> <p>YOU DO: Outline the text—show how the writer helped the reader understand that central idea.</p> <p>Check for Understanding: Complete the reader's guide—how to figure out the structure of a text; how to figure out the central idea of a passage.</p>	<p>ASSESSMENT S: Independently read a short nonfiction passage. Tell: What the topic is. How it is organized. What the most important idea is. Explain why that is the most important idea.</p> <p>T: Check for Understanding—circulate and guide individuals needing assistance.</p> <p>Think Out Loud with Class or group: Use diagram—MAIN IDEA Supporting Evidence to explain how to figure out the central idea of a passage.</p> <p>Students needing support: Add details to the diagram.</p> <p>Advanced Students: Outline extended response to the reading. Pair to compare their outlines.</p>	<p>Students needing support: Preview then diagram a short nonfiction reading. Then figure out what the writer wants you to understand—start with a paragraph by paragraph identification of important idea and supporting information. Then figure out the central idea.</p> <p><i>List what you would include in an extended response to a big question about the reading.</i> (Note: Nonfiction reading should continue, so students who need guidance to comprehend the text should work on extended response writing in subsequent weeks.)</p> <p>Advanced Students: Complete extended response. Pair to compare and improve response.</p> <p>Class Synthesis: What have we learned about analyzing a nonfiction text?</p>

Paragraph Reader/Page Reader

CCSSR5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- ✓ After you read each paragraph, make a note in the right box.
Tell in your own words what the idea is of the paragraph.

<p>George Washington Carver lived from 1864 to 1943. He spent much of his life helping farmers to use their land in better ways. His ideas have helped farmers in many countries around the world.</p>	
<p>Carver was in charge of farm research a Tuskegee institute, a college in Alabama. He taught students how to farm. He also worked with southern farmers on their land. In the southern part of the United States, most farmers had grown cotton for so many years that the soil had worn out. Carver showed them how to improve the land.</p>	
<p>Carver said the farmers should plant peanuts. Peanuts would enrich the soil. Farmers asked who would buy so many peanuts if they planted them. Carver answered by finding more than 300 new ways to use peanuts. Farmers could feed the vines to farm animals. They could use the hulls for fertilizer. Carver even found a way to make paper from the peanut shells.</p>	
<p>When Carver died, he left his money to help people to keep working on farm research. Today, people from many countries come to the George Washington Carver Foundation at Tuskegee Institute. There they learn better ways of farming. Why is this important to the world today?</p>	

The MEANINGFUL Extended Response

The following texts and questions can be used to develop proficiency with extended-response questions and knowledge of African American history.

ISBE.Net

What are important aspects of a student response to an extended-response item?

Most students write a summary/retelling of the passage. A response that is strictly a summary/retelling of the passage cannot receive a score higher than a “2.” One important question scorers ask when evaluating a student response is – *What has the response stated that is not in the passage? How has the student related/tied it back to the passage?*

Extended Reading Response

The **Extended Response** question asks you to answer the question based on what you read and what you think. That is the PLUS. You include information and ideas from the reading. You add your own ideas. You can use your own experience to answer the question.

So you should cite information from the passage in your response **PLUS** your own ideas based on what you knew before you read the passage.

Strategic Steps to the **Extended** Response

1. Read The Question Carefully
2. Think about the answer—based on the passage you read and your own ideas
3. Decide what your answer is.
4. Look for supporting examples and ideas in the passage to support your answer and mark them with a symbol like E for evidence
5. Organize your response.

My answer: _____

evidence from the passage	My own ideas and conclusions

6. Write clearly. Start with your answer; support it; conclude—how you included your own ideas and conclusions based on evidence from the passage.

EXTENDED RESPONSE FOR BIOGRAPHY OF AN AFRICAN AMERICAN

A legacy is something that someone leaves, something that helps people after someone has died.

Based on what you read and your own ideas and experience:

explain what you think about the legacy of this African American.
What is this person's greatest legacy?

First, write your idea.

Then support it with information from the passage and your own experience.

From the Passage	My Own Ideas and Experiences

Chicago's First Leader

3rd Grade

Long before there was a city of Chicago, a brave man moved here. It was tough to live here then. There were no stores. There were no settlers. It was very cold in the winter and hot in the summer. There was a lot of snow in winter, too. So, it was hard to travel. In spring, there was a lot of rain and mud, and that made it hard to travel as well.

Then an early Chicago leader came here. Jean Baptiste Point DuSable was the first non-Native American to choose to settle in this area. This African American leader built a cabin on the Chicago River. He started a business by trading with the Native Americans. He opened a trading post there in the late 1770's. At first, it was just a small home. Jean Baptiste Point DuSable stayed for more than 20 years and added to it. His building became the most important place in the area.

Getting things to Chicago was hard. Chicago was a very small town. It was hundreds of miles away from the closest city. At first, DuSable traded only with the Native Americans and a few explorers. He would trade tools and other goods for things that they grew, hunted, or made. As more explorers came to the area, his trading post became more important. Settlers bought goods as well.

DuSable's trading post allowed explorers to keep going. They could buy supplies at his post and then keep traveling further. That trading post helped start Chicago as a city. When families moved to Chicago to settle, they could get what they needed to live at the trading post.

At the trading post, settlers bought many things. DuSable sold blankets, butter, flour, furs, knives, cloth, hats, guns, and gunpowder. Settlers and Native Americans both traded for these goods or paid money.

DuSable was the first person who helped people to come to Chicago and settle here. So, much later, Chicago declared him the "father" of the city because he made it possible to settle here.

Today there is a harbor and park honoring DuSable. That park is very close to the place he started the first Chicago business. Perhaps the biggest legacy from DuSable is the location of the city. His trading post was the starting point for the building of the town that became today's big city.

Based on what you knew and what you read...

Why is DuSable important to Chicago? Use examples from the reading and your ideas about what he accomplished in your answer.

AN AFRICAN AMERICAN POET**Grades 5-6 Text**

Gwendolyn Elizabeth Brooks was an American poet. Her grandfather was a slave who escaped from slavery. That grandfather fought in the Civil War. He was part of an important era in American history.

His son married a teacher, and they lived in Kansas. The family moved to Chicago when she was a baby. Gwendolyn Brooks went to Chicago public schools. She grew up in Chicago and stayed here for the rest of her life. She traveled many places but always came back to Chicago.

Gwendolyn Brooks enjoyed reading and writing. She wrote about her experiences. She wrote about Chicago. When she was just thirteen, a poem she wrote was published in a magazine. In time, she was published in books and then had books published that were only her poems. She became a noted poet, well known in the United States and in other countries. She won awards for her poetry.

It was not easy to get a job in writing. Gwendolyn Brooks worked for a while as a typist. She would type other people's words. But she continued to write her own words. She wrote poems that are important to many people around the world. Her poems inspired them.

In addition to being a poet, she also was a teacher. She taught college students in the Chicago area. She taught them about poetry. She taught them how important it is to make your ideas clear when you write a poem. There are hundreds of people who learned from her in those classes. Probably some of them are writing poems. And most of them also read poems better because of learning from her how to look for the ideas they communicate.

Illinois has a special role called Poet Laureate. Gwendolyn Brooks was named Illinois Poet Laureate in 1968. But that was one year after she was poet laureate for the whole country. She was very clear that what is important is the ideas a poet communicates—more than the prizes a poet may earn. But she earned many prizes. She is recognized today as a great poet and an important African American who influenced many people.

When she was 83, she became ill with cancer. In just a short time, she died. Her death in Chicago in 2000 affected people all over the world. She had accomplished much in her life. Her legacy is part of your heritage.

Based on what you knew and what you read...

explain what you think about the legacy of this African American.

What is this person's greatest contribution to us today?

COMPREHENSIVE QUESTIONS – Non-Fiction

1. **What is the topic?** _____
The topic is not the title. What is the topic that the passage explains?

2. **Infer the main idea of a paragraph:** What is the main idea of the first paragraph?

Why do you think that is the main idea?

3. **Infer the purpose:** What is the purpose of the last paragraph?

Explain: Why do you think that is the purpose?

4. **Classify Fact and Opinion:** *What is an opinion in the passage?*

Explain: How do you know it is an opinion?

5. **Analyze writer's techniques** *What is a technique the writer uses?*

Explain: How does that technique help the reader?

6. **Infer the main idea of a passage.** What is the main idea of the whole passage?

Why do you think that is the main idea?

7. **Write a summary.** Tell what is most important.

Plus: Extended Response

Your teacher may give you an extended response question.

Strengthen Inference with Challenging Questions

KIND OF INFERENCE	TRANSFERABLE QUESTION	Support your answer—cite evidence from the text.
Infer from context	• What does _____ mean?	•
Infer motive	• Why does _____ do _____?	•
Infer cause-effect relations	• What happens because _____? • What caused _____? • What resulted because _____?	•
Infer prior actions	• What might have happened before?	•
Infer predictions	• What do you think _____ will do next? • How would the story change if _____?	•
Infer feelings	• What do you think _____ said about this? • How do you think _____ felt?	•
Infer traits	• What is a trait of _____? • What might _____ have said? • Which person might have said this?	•
Infer the main idea	• What is the main idea of the passage? • What is the best title for this passage?	•
Infer the author's purpose	• Why did the writer write this?	•
Infer the author's point of view	• What is the author's point of view?	•

**Make sure students can draw LOGICAL conclusions:
Ask students to take the second step: support your answer.**

They should do that with fact and opinion, cause-effect, ANY question that requires thinking.

How to Interpret a Poem: Gradually Release Responsibility as Students Develop Core Competence

This is a comprehensive plan so that students analyze a poem comprehensively after they learn elements of poetry.

BIG Idea: Poets use words to communicate. Readers analyze a poem to figure out the message.

Big Questions: How do poets communicate their ideas? How do readers interpret a poem?

CCSSR5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

<i>Monday</i> Preview Model Interest	<i>Tuesday</i> Model and GUIDE	<i>Wednesday</i> GUIDE and go farther	<i>Thursday</i> ASSESS and Clarify	<i>Friday</i> Fix Go Deeper Finish well
<p>I DO: Read first stanza of poem aloud. Thinks out loud—how do you infer meaning of a word from context? What is figurative language?</p> <p>WE DO: Guides students to notice other techniques used. Image, symbol, alliteration, rhyme.</p> <p>YOU DO Make symbol-word picture chart—word and symbol used in poem.</p> <p>What is figurative language? Give one example from the poem.</p> <p>Check for Understanding: Start poet's glossary: Image Symbol Infer Context Alliteration Onomatopoeia Narrator Rhyme Stanza</p>	<p>I DO: Think out loud—how do I infer the theme of a poem—how does the writer use words and images to communicate it?</p> <p>WE DO: Read rest of poem and think out loud with the students: What is the theme of the poem? How does the poet express it with techniques (images, tone, mood, repetition, other elements)</p> <p>YOU DO: Re-read poem and list evidence for the theme. <i>Draw a picture of what poet "says" in poem to communicate the theme.</i> Share/compare.</p> <p>Check for understanding: continue poet's glossary: Theme Interpret Repetition Mood Tone Rhythm, Meter Title</p>	<p>I DO: List steps to interpret a poem—read it once to figure out topic; read it again to infer theme; read it 3rd time to identify techniques used to communicate theme.</p> <p>WE DO: Analyze different poem, steps 1, 2, 3.</p> <p>YOU DO: Picture a poem-- show the poet's idea. Make a "key" to your picture-- Theme Images</p> <p>Check for Understanding: Write your own directions: how to interpret a poem.</p>	<p>ASSESSMENT S: Independently read another poem. Identify theme. List ways the writer has communicated it.</p> <p>T: Check for Understanding— circulate and guide individuals needing assistance.</p> <p>Think Out Loud with Class or group: clarify any points students did not "get".</p> <p>Students needing support: Pair and compare lists, add more evidence of ways the poet communicates the theme.</p> <p>Advanced Students: Write about poem— letter to the poet or extended response— how did this poet create a mood or tone?</p>	<p>Students needing support: Read a new poem, use poem reader (graphic organizer) to show how the parts communicate a theme.</p> <p>Advanced Students: Write your poetry guide-- to reading a poem—use a different poem— could be a poem you write!</p> <p>Class Synthesis: What have we learned about interpreting poems? (Can be a guide to interpreting a poem.)</p>

We Shall Overcome

<p>We shall overcome, we shall overcome We shall overcome some day Oh, deep in my heart, I do believe We shall overcome some day</p>	<p>We are not afraid, we are not afraid We are not afraid today Oh, deep in my heart, I do believe We are not afraid today</p>
<p>The Lord will see us through, the Lord will see us through The lord will see us through some day Oh, deep in my heart, I do believe The Lord will see us some day</p>	<p>The truth shall make us free, the truth shall make us free The truth shall make us free some day Oh, deep in my heart, I do believe The truth shall make us free some day</p>
<p>We're on to victory, we're on to victory We're on to victory some day Oh, deep in my heart, I do believe We're on to victory some day</p>	<p>We shall live in peace, we shall live in peace We shall live in peace some day Oh, deep in my heart, I do believe We shall live in peace some day</p>
<p>We'll walk hand in hand, we'll walk hand in hand We'll walk hand in hand some day Oh, deep in my heart, I do believe We'll walk hand in hand some day</p>	

INTERPRET THE MESSAGE OF A SONG

CCSSR5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- ❖ What is the main idea of each part of the song?
- ❖ What is the theme or message of the whole song?
- ❖ What techniques help make that theme clear?
- ❖ This song is important to the Civil Rights Movement of the United States. Why would people have sung it when they were marching for civil rights?

EXCEED: Write another part of the song. Support the theme in the part you add.

I've Got Peace Like a River

I've got peace like a river in my soul
I've got a river in my soul

I've got joy like a fountain in my soul
I've got a fountain in my soul

I've got love like an ocean in my soul

This Little Light of Mine

This little light of mine,
I'm going to let it shine.

This little light of mine,
I'm going to let it shine.

This little light of mine,
I'm going to let it shine.

Let it shine, let it shine, let it shine.

All over my school,
I'm going to let it shine.

All over my school,
I'm going to let it shine.

All over my school,
I'm going to let it shine.

Let it shine, let it shine, let it shine.

Poem Reader

CCSSR Anchor Standards- 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

A poet is like a painter. The poet uses words to help you see a theme or message about a topic.

Poem: _____

What do you like most about this poem?

Draw a picture to illustrate the poem. Show what you think the poet's message is.



✓ What is the theme of the poem—what is the poet's message?

Why do you think that is the message the poet wants you to understand?

A poet uses techniques. Look for examples of these techniques in the poem.

Technique	Example
Alliteration	
Metaphor	
Simile	
Narrator	
Rhyme	
Symbol	
Repetition	
Onomatopoeia	

Think about these questions. Give evidence to support your answers.

- ✓ Choose a line you think is very important. What is the line?

Why is that line important?

- ✓ What is the mood of the poem—the feeling it has—happy, sad, calm, another feeling?

How does the poet give the poem that mood?

EXCEED:

Write about the poem. How it is like a story you have read or an experience you had?
Write your own poem about the theme of this poem.

Ain't I A Woman?

by Sojourner Truth

Women's Convention, Akron, Ohio

Delivered 1851

Well, children, where there is so much racket there must be something out of kilter. I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man—when I could get it—and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

Then they talk about this thing in the head; what's this they call it? [member of audience whispers, "intellect"] That's it, honey. What's that got to do with women's rights or negroes' rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full?

Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them.

Obliged to you for hearing me, and now old Sojourner ain't got nothing more to say.

SPEECH READER

1. What is the purpose of this speech?
2. What examples does the speaker includes to accomplish that purpose?
3. What is the message the speaker wants you to understand?
4. What techniques does the speaker use to help you understand that message?

Harold Washington's Acceptance Speech – April 12th, 1983, Chicago, IL

As transcribed by Hannah Lantos, from <http://www.chicagopublicradio.org/Content.aspx?audioID=15929>.

The following excerpt is from the speech that Mayor Harold Washington made when he won the election in 1983.

Tonight we are here. Tonight we are here to celebrate a resounding victory. We, we have fought a good fight. We have finished our course. And we have kept the faith.

We fought that good fight. We fought it, with unseasoned weapons and with a phalanx of people who mostly have never been involved in a political campaign before. This has truly been a pilgrimage. Our government will be moving forward as well, including more people. And more kinds of people, than any government in the history of Chicago. Today... today... today, Chicago has seen the bright daybreak for this city and for perhaps this entire country. The whole nation is watching as Chicago is so powerful in this! Oh yeah, yeah, they're watching. They're watching.

Out of the crucible... Out of the crucible of this city's most trying election, carried on the tide of the most massive voter turn out in Chicago's history. Blacks. Whites. Hispanics. Jews. Gentiles. Protestant and Catholics of all stripes. Have joined hands to form a new democratic coalition. And... and to begin in this place a new democratic movement.

The talents and dreams of our citizens and neighborhoods will nourish our government the way it should be cherished and feed into the moving river of mankind. And we have kept the faith in ourselves as decent, caring people who gather together as a part of something greater than themselves. We never stopped believing that we were a part of something good and something that had never happened before.

We intend to revitalize and rebuild this city. To open its doors and be certain that its babies are healthy! And its old people are fed and well-housed. We intend, we intend that our city will grow again and bring prosperity to ALL of its citizens. We have been victorious. But I am mindful that there are many other friends and neighbors who were not a part of our campaign. But that's alright! That's alright! That's alright! You never get 'em all! That's why we have a democracy. Because there are many opinions in a city as diverse and multi-ethnic as the city of Chicago.

To those who supported me, I offer my deepest thanks. I will initiate your reforms. But I charge you... I charge each and every one of you to rededicate your efforts to heal the divisions that have plagued us. Each of us must reach out, in open arms. Together we will overcome our problems, and restore Chicago to its proper position as one of the most dynamic cities in all the world!

Answer these questions about this speech.

Then write an extended response: What is Harold Washington's legacy to Chicago?

1. What is the purpose of this speech?
2. What examples does the speaker include to accomplish that purpose?
3. What is the message the speaker wants you to understand?
4. What techniques does the speaker use to help you understand that message?

Governor Deval Patrick's Inaugural Speech

This was the speech given by Deval Patrick at his inauguration as governor of Massachusetts. He grew up in Chicago, and in his biography he wrote “My grade school teachers did what all great teachers do—expand your mind, your vision, and your world—and none more so than Eddie Quaintance, my sixth grade instructor.” Mrs. Quaintance worked at the Center for Urban Education after her retirement from teaching and has enabled us to support the inspiring work of many teachers.

For a very long time now we have been told that government is bad, that it exists only to serve the powerful and well-connected, that its job is not important enough to be done by anyone competent, let alone committed, and that all of us are on our own. Today we join together in common cause to lay that fallacy to rest, and to extend a great movement based on shared responsibility from the corner office to the corner of your block and back again.

My journey here has been an improbable one. From a place where hope withers, through great schools and challenging opportunities, to this solemn occasion, I have been supported and loved and lifted up. And I thank the family, the mentors, the teachers - every one of whom is here today in body or in spirit - just as I thank the tens of thousands of campaign volunteers and millions of voters across the Commonwealth who shared this improbable journey with me.

America herself is an improbable journey. People have come to these shores from all over the world, in all manner of boats, and built from a wilderness one of the most remarkable societies in human history. We are most remarkable not just for our material accomplishments or military might, but because of the ideals to which we have dedicated ourselves. We have defined those ideals over time and through struggle as equality, opportunity and fair play - ideals about universal human dignity. For these, at the end of the day, we are the envy to the world. ...

I am descended from people once forbidden their most basic and fundamental freedoms, a people desperate for a reason to hope and willing to fight for it. And so are you. So are you. Because the Amistad was not just a Black man's journey; it was an American journey. This Commonwealth - and the Nation modeled on it - is at its best when we show we understand a faith in what's possible, and the willingness to work for it.

And I see above all the imagination, the compassion and the energy of our people. I see what we are capable of - not just as a matter of history, but as a matter of character. And I am asking you to touch that part of our shared legacy, and reach with me for something better.

I know that we can have more and better jobs, and a stronger economy. But we will need the best prepared workforce on the planet, simpler and faster regulatory processes, a stable and simplified corporate tax structure, and a more cooperative relationship between labor and business. Let's reach for that.

I know we can have better schools to support that emerging economy, and to prepare today's and tomorrow's citizens. But we will need high expectations for our kids at home as well as at schools, more flexibility in the classrooms and even in what we consider to be a "classroom," early education and after-school programs, and public colleges and universities every bit as well-supported and honored as their private counterparts. Let's reach for that.

I know we can have more accessible and more affordable health care for ourselves and our families. But it will take transparency among clinicians and health insurers, a system of care that makes more use of community settings, simplified administrative systems, and government stewardship for the good of the whole. Let's reach for that.

I know we can have safer neighborhoods. But it will take more community-based patrols, after-school and enrichment programs, summer job and volunteer opportunities for young people,

training and pre-release preparation for inmates, and sensible reform of both CORI and sentencing. Let's reach for that.

We know what to do. We know that our challenges were long in the making and will require long-term solutions. We know what to reach for. And we ought to know that either we invest today or we will surely pay excessively tomorrow. We know that investment in education today beats investment in prisons tomorrow.

Quick fixes, gimmicks and sound bites are not enough. That's not in the spirit of what built this country. That is not what cleared the forest and planted New England's earliest farms. It's not what inspired our great universities and museums. It's not what created the boom in textile manufacturing in its time or a flourishing biotech industry today. It's not what freed the colonies from oppression or the slaves from bondage or women from second class citizenship.

What has distinguished us at every signature moment of our history is the willingness to look a challenge right in the eye, the instinct to measure it against our ideals, and the sustained dedication to close the gap between the two. That is who we are.

Think It Through

A theme is a way of thinking about something.

What is the theme of this speech—the ideas that Governor Deval Patrick wants you to understand? Write the theme on the line.

He uses different examples to make that idea clear. List three examples from the speech that support the theme.

What techniques does he use to emphasize important ideas?

THEME: _____

Example

Example

Example

Think Clearly

Governor Patrick shares his history and his hopes in his inauguration speech.

Inauguration means beginning. He inspires people with his speech. He asks them to work together to have a better future.

How is Deval Patrick's vision like that of Barack Obama?

Include information and examples from the speech and your own ideas and examples in your response.