

SKILL: Analyze and Infer Author's Point of View and Purpose

Deval Patrick's Acceptance Speech

8^h Grade SPEECH

This is part of a speech by Deval Patrick when he was elected governor of Massachusetts on November 8, 2006. The text is in the public domain.

Tonight we celebrate, but soon our thoughts must turn to governing. We are charged with an awesome responsibility. We have a mandate to revive this economy, to assure excellence in every public school and college, and to deliver on the promise of decent health care. We have a mandate to make the streets safe and housing more affordable. We have a mandate to get the Big Dig right and to help the creative economy flourish. We have a mandate to change the way we do business on Beacon Hill and to keep the grassroots alive and growing. And that mandate is Commonwealth-wide, and it comes from everyone here and everyone in the Commonwealth in search of a reason to hope.

You know change won't come in a flash. You know that it will take focus and commitment and patience. But you also know that government by gimmick and photo op and sound bite has failed us. Do not expect more of that from me.

What you should expect is that I will work as hard and as smart as I can; that I will listen closely and carefully; that I will be straight with you, as I expect you to be with me; that I will make mistakes, as humans sometimes do, and that I will learn from them when I do; that I will bring every day the best that I have and the best that I am.

And what I expect from you is that you keep this renewed sense of community alive; that you see your stake in each other every day; that you ask what you can do to make Massachusetts stronger and do it; that you don't let cynicism win, ever -- even when I make mistakes. We didn't build up these grassroots just to win an election. We built up the grassroots to govern in a whole new way, to make change real, and lasting, and meaningful. And that means, to be sure, that we have to refuse the politics of division and fear "out there." But it also means some changes "in here," within the Democratic Party. We have to learn to listen to those who want to help with what's wrong with Democrats just as openly as we listen to those who tell us what's wrong with Republicans. See, the grassroots is a power of citizenship. It transcends party, it outlasts party, and it has to lift us all up. And it doesn't end with this election.

In an article in mid-January 2005, the Boston Globe first reported that I was considering getting into this race. I visited my ailing mother that evening to show her the headline. She smiled, kissed me and she said her last good-bye -- and then a few hours later, she passed away. We spread her ashes just this morning, Election Day, as a way to mark this milestone in our family's journey, and to honor her lasting presence in our lives.

She was a remarkable woman. Tough and ornery, and blunt, and opinionated. When we were waiting at the Chicago airport in 1970 when I was 14 years old, as I was about to go off alone to Massachusetts for the first time, someone asked her whether she was afraid for me. She said, 'No, he knows he can always come home.'

Nearly 40 years later, Massachusetts is still my home. If I ever had any doubts about that, your support and encouragement and your grace in countless ways over the course of this long campaign has affirmed that for me and for my whole family. What my mother gave me, in that comment, was a confidence about the foundation on which the future is built, and our ability to shape it, and you have strengthened that.

I have told you before that my grandmother used to say, "Hope for the best, and work for it." Well, we have succeeded in raising each others' hopes, and I can't wait to get to work.

God bless you all. Thank you so much.

Directions: Choose the best answer for each question.

1. What does Deval Patrick want people to do because of his speech?

- a. vote
- b. work together
- c. change
- d. make no mistakes

2. Why does Deval Patrick tell people what his grandmother said?

- a. so they are hopeful
- b. so they know he has a heritage
- c. so they learn about her idea
- d. so they listen to his idea

3. What does he want people to expect from him?

- a. changes
- b. problems
- c. family
- d. religion

4. What is Deval Patrick's view of what a governor should do?

- a. be a Democrat
- b. take chances
- c. work hard
- d. live in the state

5. *Write your own answer to this question.*

What do you think the listeners to the speech learned from the speech?

TEACHER NOTES: Develop Students' Skills: Exercise Thinking

These questions have not been validated, so decisions about student's achievement should not be made based on their responses. They are intended to exercise skills. Recommended activities include: students work in pairs to choose the best response; give students the questions without the responses so they generate their own answers; students make up additional questions; students make up questions like these for another passage.

Answers: *You can remove this answer key and then give it to students and ask them to figure out the basis for the correct response.*

Item	1	2	3	4
Answer	b	a	a	c

Question 5 is open-ended. Here is a suggested response.

5. Answers will vary but should be based on the speech.

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Training for the Presidency **8th Grade Historical Fiction**

Adapted by the Center for Urban Education from a story in the public domain by Orison Swett Marden. May be copied with citation.

“I meant to take good care of your book, Mr. Crawford,” said the boy, “but I've damaged it a good deal without intending to, and now I want to make it right with you. What shall I do to make it good?”

“Why, what happened to it, Abe?” asked the rich farmer, as he took the copy of Weems's “Life of Washington,” which he had lent young Lincoln, and looked at the stained leaves and warped binding. “It looks as if it had been out through all last night's storm. How came you to forget, and leave it out to soak?”

“It was this way, Mr. Crawford,” replied Abe. “I sat up late to read it, and when I went to bed, I put it away carefully in my bookcase, as I call it, a little opening between two logs in the wall of our cabin. I dreamed about General Washington all night. When I woke up I took it out to read a page or two before I did the chores, and you can't imagine how I felt when I found it in this shape. It seems that the mud-daubing had got out of the weather side of that crack, and the rain must have dripped on it three or four hours before I took it out. I'm sorry, Mr. Crawford, and want to fix it up with you, if you can tell me how, for I have not got money to pay for it.”

“Well,” said Mr. Crawford, “come and shuck corn three days, and the book is yours.”

Had Mr. Crawford told young Abraham Lincoln that he had fallen heir to a fortune the boy could hardly have felt more relief. Shuck corn only three days, and earn the book that told all about his greatest hero!

“I don't intend to shuck corn, split rails, and the like always,” he told Mr. Crawford's wife, after he had read the volume. “I'm going to fit myself for a leadership profession.”

“Why, what do you want to be, now?” asked Mrs. Crawford in surprise.

“Oh, I'll be President!” said Abe with a smile. “I will lead the nation.”

“You'd make a pretty President with all your tricks and jokes, now, wouldn't you?” said the farmer's wife.

“Oh, I'll study and get ready,” replied the boy, “and then maybe the chance will come.”

That was how it all started. You may not believe this story, but it is like what happened. Abe Lincoln was a truly remarkable person. He is the President who really changed our country.

Directions: Choose the best answer for each question.

6. Why do you think the writer wrote this story?

- a. to help people understand Abe Lincoln
- b. to tell a story
- c. to make up history
- d. to show that Lincoln was silly

8. The writer could have made up a story about any part of Lincoln's life. He could have put any parts into it because it is fiction. Why do you think he put books in it?

- a. Books are important.
- b. Lincoln read books and learned from them.
- c. Children should study books.
- d. People can learn from books.

7. How does the writer feel about Abe Lincoln?

- a. He thinks he was silly.
- b. He thinks he was too proud.
- c. He thinks he was smart.
- d. He thinks he read a lot.

9. Why do you think the writer wrote the last paragraph?

- a. to end it with a note about the story
- b. to make sure people knew he made it up
- c. to make his view clear
- d. to tell why he wrote it

10. *Write your own answer to this question.*

What is one part of the story that shows how Lincoln overcame challenges?

Why would the writer include that?

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Answers: *You can remove this answer key and then give it to students and ask them to figure out the basis for the correct response.*

Item	6	7	8	9
Answer	a	c	b	c

Question 10 is open-ended. Here is a suggested response.

10. He was able to get earn the book. The writer included it to show how important books were to him and that he was poor.