

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

Deval Patrick's Acceptance Speech

7th Grade SPEECH

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

Today, November 7, 2006, the people of Massachusetts chose by a decisive margin to take their government back.

This was not a victory just for me. This was not a victory just for Democrats. This was a victory for hope.

And we won it the old-fashioned way – we earned it. Nearly two years ago, we started on this journey, and by coming to you, where you live and work, by listening to you, by showing that we could disagree with each other without being disagreeable, by asking you to put your cynicism down, by refusing to build myself up by tearing anybody else down, by challenging you to see your stake in your neighbor's dreams and struggles as well as your own, we built what history will record is the broadest and best-organized grassroots organization this Commonwealth has ever seen.

Now I ask you to look around. Look around, especially those of you who have never been a part of a campaign. Every kind of person is here. You come from every corner of the Commonwealth. You come from great wealth and no wealth. You walk and you use wheelchairs. Democrats and Independents and Republicans are here. You are liberal and moderate and conservative.

You see in common how broken our civic life and how fractured our communities are. You see in common that the poor are in terrible shape and the middle class are one month away from being poor. And you know that government by gimmick and sound bite isn't working. You know that we deserve better and we are better than that. And for a chance at a better and more hopeful future, you built bridges some of you never thought could be built across all kinds of differences -- and then you crossed them.

You are business executives looking for a better margin and artists looking to be valued. You are college kids in search of a career and high school drop-outs looking for a way forward. You are young mothers trying to balance work and child care and grandmothers trying to hold on to the family home. You are farmers and fishing families wondering whether there is a future in livelihoods that built this Commonwealth and union members wondering why there is so little work when there is so much to do. And the magic is that you have come together not just for your own dreams and your own aspirations, but for each others'.

This has never been my campaign. It has always been yours. The real heroes here are the thousands of you, here and at home, many who have never been involved before in a political campaign, who set aside what you were doing to get involved, who confronted your despair about the direction our Commonwealth has been heading in, and decided to take responsibility for her future.

Directions: Choose the best answer for each question.

1. How does Deval Patrick want the listeners to feel?

- a. relieved
- b. responsible
- c. friendly
- d. liberal

2. What is the reason he made the speech?

- a. He was governor.
- b. The election was over.
- c. He wanted people to work together.
- d. He was worried about the economy.

3. Why does he say "This has never been my campaign. It has always been yours."

- a. to thank people
- b. to get people to feel part of government
- c. to get people to vote
- d. to tell people to work

4. Why does he say "you built bridges"?

- a. People worked together.
- b. They built bridges.
- c. There was a crossroads.
- d. They needed to change the state.

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

What does Deval Patrick want people to understand because of 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 | c | b | a |

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

5. Answers will vary but should include that they need to work together with him to have a better future.

SKILL: Analyze and Infer Author's Point of View and Purpose
Columbus and the Egg **7th Grade Historical Fiction**

This text adapted by the Center for Urban Education from a text that is in the public domain.

By James Baldwin (Adapted) From *Thirty More Famous Stories Retold*.
Original Copyright, 1903, by American Book Company.

This is a story about Columbus, the explorer who “discovered” America. We have put “discovered” in quotation marks because actually other people already lived on the continent long before Columbus made his voyage in 1492. This is a story about what might have happened long ago when he was back in Spain. Is it accurate, did it really occur? That’s not known, but it is a story that could have happened. Stories such as this are passed from generation to generation and sometimes are based on facts.

When Columbus came back from his trip to the Americas, many people praised him. He was made an admiral, he had made a remarkable voyage despite many challenges. People said what a great thing he had done, discovering the Americas. However, not everyone appreciated him; there were some who were jealous of all the adulation.

One day Columbus was at a party that a Spanish gentleman gave in his honor. People were saying, “What a great discovery you have made!” Several persons were present who resented this great admiral's success. They were proud and conceited, and they very soon began to try to make Columbus uncomfortable.

“You have discovered strange lands beyond the seas,” they said, “but what of that? We do not see why there should be so much said about it. Anybody can sail across the ocean; and anybody can coast along the islands on the other side, just as you have done. It is the simplest thing in the world. All you need to do is sail West, that’s not a remarkable feat.”

Columbus made no answer; but after a while he took an egg from a dish and said to the company: “Who among you, gentlemen, can make this egg stand on end?”

“That’s impossible,” the host replied. “You would need to be a magician to do that.” One by one those at the table tried the experiment. When the egg had gone entirely around and none had succeeded, all said that it could not be done, it was defying gravity.

Then Columbus took the egg and struck its small end gently upon the table so as to break the shell a little. After that there was no trouble in making it stand upright.

“Gentlemen,” said he, “What is easier than to do this which you said was impossible? It is the simplest thing in the world. Anybody can do it—AFTER HE HAS BEEN SHOWN HOW!”

Directions: Choose the best answer for each question.

6. Why did the writer write this story?

- a. to show how smart Columbus was
- b. as a joke
- c. to show how people should be humble
- d. to explain what Columbus did

7. How did the writer feel about Columbus?

- a. He thought he was important.
- b. He thought he was smart.
- c. He thought he was strange.
- d. He thought he was a “show-off”.

8. Why did the writer say that the men who made fun of Columbus failed to solve the puzzle?

- a. to show they were foolish
- b. to show they were brave
- c. to show they were afraid
- d. to show they were sorry

9. Why did the writer say what Columbus said at the end?

- a. to make his idea clear
- b. to show it was a joke
- c. to tell people it was simple
- d. to help people learn the trick

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

Many writers write a story with a lesson. What is the lesson that this writer wants to teach?

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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 | c | a | a | a |

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

10. The lesson is not to make fun of other people.