

## Rutherford County Schools – Grade 8 ELA Individual Learning Modules

Grade	Course
8	ELA
<b>Unit Focus</b>	
Students will analyze excerpts from Lyndon Johnson’s speech “The Great Society” and relate it to the theme of Taking a Stand.	
<b>Standard(s)</b>	
<b>8.RI.KID.1</b> <b>8.RI.KID.2</b> <b>8.RI.CS.5</b> <b>8.RI.CS.6</b>	<b>8.W.2</b>
<b>Resource(s)</b>	
Texts: excerpts from Lyndon Johnson’s “The Great Society” speech	
<b>Task(s)</b>	
<b>Day 1 – Read and identify the gist (main point) of various excerpts from “The Great Society”</b> <b>Day 2 – Re-read excerpts and answer analysis questions</b> <b>Day 3 – Introduction to Writing Task and Pre-Writing</b> <b>Day 4 – Writing Task</b>	
<b>Expected Outcomes</b>	
<ul style="list-style-type: none"> <li>I can analyze the development of a central idea in “The Great Society.”</li> <li>I can analyze the structure of a paragraph in “The Great Society,” including the role of particular sentences in developing a key concept.</li> <li>I can objectively summarize “The Great Society.”</li> <li>I can analyze Lyndon Johnson’s perspective in “The Great Society.”</li> </ul>	
<b>Additional Instructional Resources</b>	
<p>All Rutherford County 6-8 grade students now have access to iReady ELA lessons. These lessons can be accessed via Clever. The following lessons are now available to 8<sup>th</sup> grade students:</p> <ul style="list-style-type: none"> <li>Citing Evidence: Literary Text</li> <li>Citing Evidence: Informational Text</li> <li>Analyzing Development of a Theme, Part 1</li> <li>Analyzing Character Development</li> <li>Analyzing Development of Central Ideas</li> <li>Analyzing Plot and Characters</li> <li>Summarizing: Literary Text</li> <li>Summarizing: Informational Text</li> <li>Analyzing Individuals, Ideas, or Events in Informational Texts</li> <li>Analyzing Connections Between Individuals, Events, and Ideas</li> </ul>	

# Rutherford County Schools – Grade 8 ELA Individual Learning Modules

## Day One – Read and Identify the Gist

### Step One – Pre-reading

- Consider the following:
  - What does it mean to take a stand?
  - Brainstorm examples of people who have taken a stand and identify the impact they have made. (Think historically, globally, locally, within your school, etc.).

### Step Two – Identifying the Gist

**Directions:** Read the excerpts from President Johnson’s speech, then reread each excerpt and write the gist (brief summary) of each part of the speech in the column to the right. **Part 1 has been done for you as an example. Be sure to write a Gist statement for each bullet point in each excerpt.**

### Excerpts from “The Great Society”

*President Lyndon B. Johnson gave this speech at University of Michigan’s graduation ceremony on May 22, 1964. He directs his speech primarily to the students who were graduating that day.*

	Excerpts from Speech	Gist
Part 1	<ul style="list-style-type: none"><li>• Your imagination and your initiative and your indignation<sup>1</sup> will determine whether we build a society where progress is the servant of our needs, or a society where old values and new visions are buried under unbridled<sup>2</sup> growth. For in your time we have the opportunity to move not only toward the rich society and the powerful society, but upward to the Great Society.</li><li>• The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we are totally committed in our time. But that is just the beginning.</li><li>• So I want to talk to you today about three places where we begin to build the Great Society—in our cities, in our countryside, and in our classrooms.</li></ul>	<ul style="list-style-type: none"><li>• <i>As our society progresses, we can keep our values or forget about them because we’re so focused on growing.</i></li><li>• <i>We need to build toward a Great Society where no one is poor or discriminated against and everyone has what he or she needs.</i></li><li>• <i>There are three places to focus the effort: cities, countrysides, and classrooms</i></li></ul>

<sup>1</sup> indignation: anger about something that is unfair

<sup>2</sup> unbridled: unrestrained

## Rutherford County Schools – Grade 8 ELA Individual Learning Modules

	Excerpts from Speech	Gist
<b>Part 2</b>	<ul style="list-style-type: none"> <li>• Aristotle<sup>3</sup> said: “Men come together in cities in order to live, but they remain together in order to live the good life.” It is harder and harder to live the good life in American cities today. The catalog of ills<sup>4</sup> is long: There is the decay of the centers and the despoiling<sup>5</sup> of the suburbs. There is not enough housing for our people or transportation for our traffic. Open land is vanishing and old landmarks are violated. Worst of all, expansion is eroding these precious and time-honored values of community with neighbors and communion<sup>6</sup> with nature. The loss of these values breeds loneliness and boredom and indifference.</li> <li>• And our society will never be great until our cities are great. Today the frontier of imagination and innovation is inside those cities.... New experiments are already going on. It will be the task of your generation to make the American city a place where future generations will come, not only to live, but to live the good life.</li> </ul>	

<sup>3</sup> Aristotle: a famous philosopher

<sup>4</sup> ills: an evil or misfortune

<sup>5</sup> despoiling: ruining

<sup>6</sup> communion: a relationship with deep understanding

## Rutherford County Schools – Grade 8 ELA Individual Learning Modules

	Excerpts from Speech	Gist
Part 3	<ul style="list-style-type: none"><li>• A second place where we begin to build the Great Society is in our countryside. We have always prided ourselves on being not only America the strong and America the free, but America the beautiful. Today that beauty is in danger. The water we drink, the food we eat, the very air that we breathe, are threatened with pollution. Our parks are overcrowded, our seashores overburdened. Green fields and dense forests are disappearing.</li><li>• A few years ago we were greatly concerned about the “Ugly American.” Today we must act to prevent an ugly America.</li><li>• For once the battle is lost, once our natural splendor is destroyed, it can never be recaptured. And once man can no longer walk with beauty or wonder at nature, his spirit will wither and his sustenance<sup>7</sup> be wasted.</li></ul>	

<sup>7</sup> sustenance: nourishment

## Rutherford County Schools – Grade 8 ELA Individual Learning Modules

	Excerpts from Speech	Gist
Part 4	<ul style="list-style-type: none"><li>• A third place to build the Great Society is in the classrooms of America. There your children's lives will be shaped. Our society will not be great until every young mind is set free to scan the farthest reaches of thought and imagination. We are still far from that goal. Today, 8 million adult Americans, more than the entire population of Michigan, have not finished five years of school. Nearly 20 million have not finished eight years of school. Nearly 54 million—more than one quarter of all America—have not even finished high school.</li><li>• Each year more than 100,000 high school graduates, with proved ability, do not enter college because they cannot afford it.... Poverty must not be a bar to learning, and learning must offer an escape from poverty.</li></ul>	

## Rutherford County Schools – Grade 8 ELA Individual Learning Modules

	Excerpts from Speech	Gist
Part 5	<ul style="list-style-type: none"><li>• These are three of the central issues of the Great Society. While our government has many programs directed at those issues, I do not pretend that we have the full answer to those problems. But I do promise this: We are going to assemble the best thought and the broadest knowledge from all over the world to find those answers for America.</li><li>• For better or for worse, your generation has been appointed by history to deal with those problems and to lead America toward a new age....</li><li>• So, will you join in the battle to give every citizen the full equality which God enjoins and the law requires, whatever his belief, or race, or the color of his skin?</li><li>• Will you join in the battle to give every citizen an escape from the crushing weight of poverty?</li><li>• Will you join in the battle to build the Great Society, to prove that our material<sup>8</sup> progress is only the foundation on which we will build a richer life of mind and spirit?</li></ul>	

<sup>8</sup> material: related to physical things

## Rutherford County Schools – Grade 8 ELA Individual Learning Modules

	Excerpts from Speech	Gist
Part 5 (continued)	<ul style="list-style-type: none"><li>• There are those timid souls that say this battle cannot be won; that we are condemned to a soulless wealth. I do not agree. We have the power to shape the civilization that we want. But we need your will and your labor and your hearts, if we are to build that kind of society.</li><li>• Those who came to this land sought to build more than just a new country. They sought a new world. So I have come here today to your campus to say that you can make their vision our reality. So let us from this moment begin our work so that in the future men will look back and say: It was then, after a long and weary way, that man turned the exploits<sup>9</sup> of his genius to the full enrichment of his life.</li><li>• Thank you. Goodbye.</li></ul>	

<sup>9</sup> exploits: heroic acts

# Rutherford County Schools – Grade 8 ELA Individual Learning Modules

## Day 2 – Analysis Questions

**Step One – Re-read the speech excerpts and your corresponding Gist statements, then answer the analysis questions below.**

1. Which statement from the speech best reveals the central idea of the speech?
  - a. “The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we are totally committed in our time.”
  - b. “And our society will never be great until our cities are great.”
  - c. “Poverty must not be a bar to learning, and learning must offer an escape from poverty.”
  - d. “There are those timid souls that say this battle cannot be won; that we are condemned to a soulless wealth.”

2. Explain why the answer you chose best reveals the central idea.

---

---

---

---

---

3. Reread the speech. How does each part develop the central idea?

	What is the supporting idea in this part of the speech?	How does this supporting idea develop the central idea of the speech?
Part 2		
Part 3		
Part 4		
Part 5		



## Rutherford County Schools – Grade 8 ELA Individual Learning Modules

4. Reread Part 5 and think about the audience that is listening to this speech. How does each question that begins “Will you join in the battle” directly address the audience to whom Johnson is speaking?

---

---

---

---

### Step Two – Write an objective summary of the speech.

Task: Write a summary of the speech. Be sure to use what you know about the central idea and the gist of each part.

### Day 3 – Writing Task and Pre-Writing

#### Step One – Review the prompt

Write an expository essay that explains how the central idea of the speech is related to the theme of taking a stand.

#### Step Two – Complete the Graphic Organizer Below to help organize your ideas

Theme: Taking a Stand		
Central Idea of Speech:		
Connection to Theme of Taking a Stand	Evidence from Text	Explanation of how evidence supports connection to theme

## Rutherford County Schools – Grade 8 ELA Individual Learning Modules

### Day 4 – Writing Task

#### Step One: Write your essay

Using your text, the questions and charts completed throughout the daily lessons and your pre-writing organizer, write an essay that responds to the following prompt:

Write an expository essay that explains how the central idea of the speech is related to the theme of taking a stand.

Your essay should follow the structure and organization of an expository essay and the conventions of standard English