



EXPEDITIONARY  
LEARNING

# **Grade 8: Module 2A: Unit 1: Lesson 7**

## **Mid-Unit Assessment: Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"**



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**Mid-Unit Assessment:**

Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"

**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can determine a theme or the central ideas of informational text. (RI.8.2)

I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2)

I can objectively summarize an informational text. (RI.8.2)

I can analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept). (RI.8.5)

I can determine an author's point of view or purpose in informational text. (RI.8.6)

I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)

**Supporting Learning Targets**

- I can analyze the development of a central idea in "The Great Society."
- I can analyze the structure of a paragraph in "The Great Society," including the role of particular sentences in developing a key concept.
- I can objectively summarize "The Great Society."
- I can analyze Lyndon Johnson's perspective in "The Great Society."

**Ongoing Assessment**

- Mid-Unit 1 Assessment



**Mid-Unit Assessment:**

Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"

Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Engaging the Reader: Sharing Homework Summaries (3 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Mid-Unit 1 Assessment (40 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Preview Homework (2 minutes)</p> <p><b>4. Homework</b></p> <p>A. QuickWrite: Based on the speeches by Shirley Chisholm, Sojourner Truth, and President Lyndon Johnson, you have learned a lot about what it means to "take a stand." Have you ever taken a stand on something? If so, what and why? If not, is there an issue that you can see yourself taking a stand about? When and why? Please explain, providing evidence from your own experience.</p>	<ul style="list-style-type: none"> <li>• If students finish the assessment early, consider having other independent activities they can work on.</li> <li>• After this lesson, students turn their attention to reading <i>To Kill a Mockingbird</i>. Consider giving them a pep talk after the assessment to get them excited about reading it.</li> </ul>

Lesson Vocabulary	Materials
<p>indignation, unbridled, ills, despoiling, communion, sustenance, material, exploits</p>	<ul style="list-style-type: none"> <li>• Mid-Unit 1 Assessment: Analyzing Excerpts of Lyndon Johnson's Speech "The Great Society" (one per student)</li> <li>• Mid-Unit 1 Assessment: Analyzing Excerpts of Lyndon Johnson's Speech "The Great Society" (for Teacher Reference)</li> <li>• 2 point Rubric-Writing from Sources/Short Response (for Teacher Reference)</li> </ul>



Mid-Unit Assessment:

Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"

Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Sharing Homework Summaries (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to turn to a partner and share their summaries of "Ain't I a Woman?" from homework.</li></ul>	
Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit Assessment (40 minutes)</b></p> <ul style="list-style-type: none"><li>• Arrange student seating to allow for an assessment-conducive arrangement where students independently think, read, and write.</li><li>• Remind students that they have been reading different speeches in which the author takes a stand. They have been analyzing those speeches for central ideas, text structure, and author perspective. Share with students that this assessment will give them an opportunity to apply these skills independently and show what they know.</li><li>• Distribute the Mid-Unit 1 Assessment: Analyzing Excerpts of Lyndon Johnson's Speech "The Great Society". Read aloud through the directions.</li><li>• Address any clarifying questions.</li><li>• Invite students to begin. Circulate to observe but not support; this is students' opportunity to independently apply the skills they have been learning.</li><li>• Collect the assessment.</li><li>• If students finish early, encourage them to reread the speech, attending to details, or to revise their summary writing from the previous night's homework or begin their homework for Lesson 8.</li></ul>	<ul style="list-style-type: none"><li>• For some students, this assessment may require more than the 40 minutes allotted. Consider providing students time over multiple days if necessary.</li></ul>



Mid-Unit Assessment:

Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"

Closing and Assessment	Meeting Students' Needs
<b>A. Preview Homework (2 minutes)</b> <ul style="list-style-type: none"><li>Preview the QuickWrite task and address any clarifying questions.</li></ul>	
Homework	Meeting Students' Needs
<p>A. QuickWrite: Based on the speeches by Shirley Chisholm, Sojourner Truth, and President Lyndon Johnson, you have learned a lot about what it means to "take a stand." Have you ever taken a stand on something? If so, what and why? If not, is there an issue that you can see yourself taking a stand about? When and why? Please explain, providing evidence from your own experience.</p> <p><i>Note: Students will begin reading the novel To Kill a Mockingbird in the next lesson. While reading, students will be taking structured notes each night.</i></p>	



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Mid-Unit 1 Assessment:

Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Read the excerpts from President Johnson's speech, then reread the speech and write the gist of each part of the speech in the column to the right.

**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>	



**Mid-Unit 1 Assessment:**

Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"

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**Name:**

.....

**Date:**

.....

	<b>Excerpts from Speech</b>	<b>Gist</b>
<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>1</sup> indignation: anger about something that is unfair

<sup>2</sup> unbridled: unrestrained

Lyndon Johnson. "The Great Society" Speech. Delivered in Ann Arbor, MI. May 22, 1964. Public Domain.





**Mid-Unit 1 Assessment:**

Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	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>	



**Mid-Unit 1 Assessment:**

Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"

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**Name:**

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**Date:**

.....

	<b>Excerpts from Speech</b>	<b>Gist</b>
<b>Part 4</b>	<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>	

<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

<sup>7</sup> sustenance: nourishment

Lyndon Johnson. "The Great Society" Speech. Delivered in Ann Arbor, MI. May 22, 1964. Public Domain.



**Mid-Unit 1 Assessment:**

Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"

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**Name:**

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**Date:**

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	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>	





**Mid-Unit 1 Assessment:**  
Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

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

Lyndon Johnson. "The Great Society" Speech. Delivered in Ann Arbor, MI. May 22, 1964. Public Domain.

**Mid-Unit 1 Assessment:**  
Analyzing Excerpts of Lyndon Johnson's Speech "The Great Society"

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**Name:**  
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**Date:**  
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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.

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**Mid-Unit 1 Assessment:**

Analyzing Excerpts of Lyndon Johnson's Speech "The Great Society"

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		

**Mid-Unit 1 Assessment:**  
Analyzing Excerpts of Lyndon Johnson’s Speech “The Great Society”

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

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5. Reread Part 5. What opposing viewpoint does President Johnson acknowledge? How does he respond to it? Be sure to use what you know about the central idea and the gist of each part.

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**Mid-Unit 1 Assessment:**  
Analyzing Excerpts of Lyndon Johnson's Speech "The Great Society"

6. 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?

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7. Write a paragraph that answers the question: How is the central idea of the speech related to the theme of "taking a stand"? Explain your answer, citing evidence from the text.

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**Mid-Unit 1 Assessment:**

Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"  
(for Teacher Reference)

**Directions:** Read the excerpts from President Johnson's speech, then reread the speech and write the gist of each part of the speech in the column to the right.

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.*

	<b>Excerpts from Speech</b>	<b>Gist</b>
<b>Part 1</b>	<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>



**Mid-Unit 1 Assessment:**

Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"  
(for Teacher Reference)

	Excerpts from Speech	Gist
Part 2	<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>	<ul style="list-style-type: none"> <li><i>In cities, there aren't enough places to live or good enough transportation. More buildings are built so there's no open space and people are losing touch with nature. Because of that, people are lonely, bored, and don't care about one another.</i></li> <li><i>We need to make the cities better places to live, especially because new ideas and new experiments are happening in cities.</i></li> </ul>

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

<sup>2</sup> unbridled: unrestrained

Lyndon Johnson. "The Great Society" Speech. Delivered in Ann Arbor, MI. May 22, 1964. Public Domain.



**Mid-Unit 1 Assessment:**  
Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"  
(for Teacher Reference)

	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>	<ul style="list-style-type: none"><li>• <i>Americans aren't taking good care of the countryside. We are polluting the air, water, and our food. We use parks and beaches too much, and we're cutting down too many trees.</i></li><li>• <i>We need to keep American beautiful.</i></li><li>• <i>We won't be able to replace the natural beauty once it's lost.</i></li></ul>



**Mid-Unit 1 Assessment:**  
Analyzing Excerpts from Lyndon Johnson’s Speech “The Great Society”  
(for Teacher Reference)

	<b>Excerpts from Speech</b>	<b>Gist</b>
<b>Part 4</b>	<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>	<ul style="list-style-type: none"> <li>• <i>Americans need to make sure that all children go to school and complete high school.</i></li> <li>• <i>We need to make college more affordable.</i></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

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Lyndon Johnson. “The Great Society” Speech. Delivered in Ann Arbor, MI. May 22, 1964. Public Domain.



**Mid-Unit 1 Assessment:**

Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"  
(for Teacher Reference)

	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>	<ul style="list-style-type: none"> <li>• <i>The government is working to make cities, the countryside, and education better and will keep looking for solutions.</i></li> <li>• <i>The audience's age group is going to need to help.</i></li> <li>• <i>Johnson wants the audience to join in the fight against discrimination, poverty, and the focus only on building wealth, not building a better life.</i></li> <li>• <i>Some people say it's impossible, but Johnson doesn't agree.</i></li> <li>• <i>The audience can make the world better.</i></li> </ul>



**Mid-Unit 1 Assessment:**

Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"  
(for Teacher Reference)

	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>	<ul style="list-style-type: none"> <li>• <i>The government is working to make cities, the countryside, and education better and will keep looking for solutions.</i></li> <li>• <i>The audience's age group is going to need to help.</i></li> <li>• <i>Johnson wants the audience to join in the fight against discrimination, poverty, and the focus only on building wealth, not building a better life.</i></li> <li>• <i>Some people say it's impossible, but Johnson doesn't agree.</i></li> <li>• <i>The audience can make the world better.</i></li> </ul>

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

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

Lyndon Johnson. "The Great Society" Speech. Delivered in Ann Arbor, MI. May 22, 1964. Public Domain.

**Mid-Unit 1 Assessment:**  
Analyzing Excerpts of Lyndon Johnson's Speech "The Great Society"  
(for Teacher Reference)

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.

**Johnson wants American society to improve, especially by addressing the issues of poverty and racism. The focus of the speech is on the ways to do that.**



**Mid-Unit 1 Assessment:**  
Analyzing Excerpts of Lyndon Johnson's Speech "The Great Society"  
(for Teacher Reference)

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	<b>Cities need improvement.</b>	<b>One aspect of making the Great Society is making sure that cities have enough housing, transportation, and open space so that people want to live there. That's important because new ideas come out of cities.</b>
Part 3	<b>Americans need to do more to protect the environment.</b>	<b>Without the environment, our country won't be beautiful. We need to protect nature, including forests and water to make sure we have a Great Society.</b>
Part 4	<b>All Americans deserve education.</b>	<b>Johnson says, "Our society will not be great until every young mind is set free to scan the farthest reaches of thought and imagination." He believes that our society will be great only if everyone has access to good education, including college.</b>
Part 5	<b>It is the responsibility of everyone, including the younger generation, to work to build the Great Society.</b>	<b>In this part of the speech, Johnson is saying to the audience that building the Great Society will be their responsibility. In order to make it a reality, everyone will need to work toward it.</b>

Mid-Unit 1 Assessment:  
Analyzing Excerpts of Lyndon Johnson's Speech "The Great Society"  
(for Teacher Reference)

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

**President Johnson believes that the United States can be more than rich and powerful; it can also be a Great Society. In order to do that, Americans need to address serious social problems in the cities, in the countryside, and in education. The problems in the cities are that they aren't nice places to live, so they need better housing, transportation, and open space. Americans also need to take better care of the environment in order to keep America beautiful. Also, all children should complete high school and have access to college in the Great Society. Johnson believes that it is not only the government's job to make this happen, but also the job of Americans themselves.**

5. Reread Part 5. What opposing viewpoint does President Johnson acknowledge? How does he respond to it? Be sure to use what you know about the central idea and the gist of each part.

**Johnson acknowledges that some people think the Great Society is not possible to achieve. He responds by saying that he disagrees because, "We have the power to shape the civilization that we want." He then calls on the students in the audience to use their will, their labor, and their hearts to help build the Great Society.**

6. 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?

**The questions that begin "Will you join in the battle" are a call to action. Johnson speaks directly to the students in the audience by using the term "you," and he is asking them to be part of the effort to build the Great Society. He also makes his major points one more time: "to give every citizen the full equality," and "to give every citizen an escape from the crushing weight of poverty," and "to prove that our material progress is only the foundation on which we will build a richer life of mind and spirit."**

**Mid-Unit 1 Assessment:**  
Analyzing Excerpts of Lyndon Johnson's Speech "The Great Society"  
(for Teacher Reference)

7. Write a paragraph that answers the question: How is the central idea of the speech related to the theme of "taking a stand"? Explain your answer, citing evidence from the text.

**The central idea of "The Great Society" is taking a stand to make America a better place to live. First, Johnson takes a stand for people who are poor or discriminated against. In the speech, President Johnson says the Great Society "demands an end to poverty and racial injustice." That shows that he is standing up for the good of other people. He also takes a stand for the environment. In Part 3 he says, "the water we drink, the food we eat, the very air that we breathe, are threatened with pollution." This shows that he wants people to stop polluting and help take care of the environment. Lastly, Johnson takes a stand for people's education. He uses statistics to show how many Americans don't have enough education. He thinks that needs to be solved.**



**2-Point Rubric:**

Writing from Sources/Short Response  
(for Teacher Reference)

<b>2 Point Response</b>	<p>The features of a 2 point response are:</p> <ul style="list-style-type: none"><li>• Valid inferences and/or claims from the text where required by the prompt</li><li>• Evidence of analysis of the text where required by the prompt</li><li>• Relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Sufficient number of facts, definitions, concrete details and/or other information from the text as required by the prompt</li><li>• Complete sentences where errors do not impact readability.</li></ul>
<b>1 Point Response</b>	<p>The features of a 1 point response are:</p> <ul style="list-style-type: none"><li>• A mostly literal recounting of events or details from the text as required by the prompt.</li><li>• Some relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt.</li><li>• Incomplete sentences or bullets</li></ul>
<b>0 Point Response</b>	<p>The features of a 0 point response are:</p> <ul style="list-style-type: none"><li>• A response that does not address any of the requirements of the prompt or is totally inaccurate.</li><li>• No response (blank answer)</li><li>• A response that is not written in English</li><li>• A response that is unintelligible or indecipherable.</li></ul>

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