



Lesson Plan: Quotation Station: Using quotes in the classroom

Overview

This series of lessons was designed to meet the needs of gifted children for extension beyond the standard curriculum with the greatest ease of use for the educator. The lessons may be given to the students for individual self-guided work, or they may be taught in a classroom or a home-school setting. This particular lesson plan is primarily effective in a classroom setting. Assessment strategies and rubrics are included. The lessons were developed by Lisa Van Gemert, M.Ed.T., the Mensa Foundation's Gifted Children Specialist.

Introduction

Meta-cognition (thinking about thinking) often fascinates gifted learners, and quotations are an accessible and time-effective way to introduce this in the classroom. Quotes lend themselves easily to critical thinking skills, and they are as useful in the home as conversation starters as well.

Guiding Question

How can teachers use quotations in class to inspire, encourage, increase motivation and develop high-level thinking skills?

Learning Objectives

After completing this project, students will be able to:

- Analyze quotations using critical thinking techniques
- Compare and contrast multiple quotations
- Classify quotations by application
- Apply quotations to a variety of content areas
- Represent quotations with a variety of media
- Evaluate the validity of thought behind quotations

Contents

This plan contains 65 quotes appropriate for classroom use listed by author of the quote, along with specific response questions for each quote. Additionally, there is a comprehensive section on how to use quotes in the classroom in a variety of ways. Each of these is explained in the applicable section.

Common Core State Standards addressed:

- [CCSS.ELA-Literacy.CCRA.R.2](#) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- [CCSS.ELA-Literacy.CCRA.R.8](#) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- [CCSS.ELA-Literacy.CCRA.R.9](#) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.



1: Quotes by author

QUOTE	AUTHOR
1. I have yet to see a problem, however complicated, which, when you looked at it in the right way, did not become still more complicated.	Anderson, Paul
2. We are what we repeatedly do. Excellence, then, is not an act, but a habit.	Aristotle
3. The educated differ from the uneducated as much as the living from the dead.	Aristotle
4. It's easy to make a buck. It's a lot tougher to make a difference.	Brokaw, Tom
5. Destiny is not a matter of chance, it is a matter of choice; it is not a thing to be waited for, it is a thing to be achieved.	Bryant, William Jennings
6. Integrity has no need of rules.	Camus, Albert
7. Remember, happiness doesn't depend upon who you are or what you have; it depends solely upon what you think.	Carnegie, Dale
8. The man who removes mountains begins by carrying away small stones.	Chinese proverb
9. All great things are simple, and many can be expressed in single words: freedom, justice, honor, duty, mercy, hope.	Churchill, Sir Winston
10. History is a vast early warning system.	Cousins, Norman
11. Our ultimate freedom is the right and power to decide how anybody or anything outside ourselves will affect us.	Covey, Stephen
12. The hottest places in hell are reserved those who in time of great moral crises maintain their neutrality.	Dante Alighieri
13. It is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change.	Darwin, Charles
14. Without struggle there can be no progress.	Douglass, Frederick
15. Perseverance is not a long race; it is many short races one after the other.	Elliot, Walter
16. Failure is only the opportunity to begin again more intelligently.	Ford, Henry
17. Well done is better than well said.	Franklin, Benjamin
18. Genius without education is like silver in the mine.	Franklin, Benjamin
19. In three words I can sum up everything I've learned about life: It goes on.	Frost, Robert
20. There is nothing in a caterpillar that tells you it's going to be a butterfly.	Fuller, R. Buckminster
21. All things are difficult before they are easy.	Fuller, Thomas
22. You must be the change you want to see in the world.	Gandhi, Mahatma
23. The key to everything is patience. You get the chicken by hatching the egg, not by smashing it.	Glasgow, Arnold



QUOTE	AUTHOR
24. There is in us an unquenchable expectation, which at the gloomiest time persists in inferring that because we are ourselves, there must be a special future in store for us, though our nature and antecedents to the remotest particular have been common to thousands.	Hardy, Thomas
25. A ship in a port is safe, but that's not what ships are built for.	Hopper, Grace
26. I'm a great believer in luck, and I find the harder I work the more I have of it.	Jefferson, Thomas
27. Adversity is the state in which a man most easily becomes acquainted with himself, being especially free from admirers then.	Johnson, Samuel
28. There are two cardinal sins from which all others spring: Impatience and Laziness.	Kafka, Franz
29. Injustice anywhere is a threat to justice everywhere.	King, Martin Luther (Jr.)
30. Education is not enough. Intelligence plus character – that is the true goal of education.	King, Martin Luther (Jr.)
31. I exist not to be loved and admired, but to love and to act.	Korczak, Janusz
32. No snowflake in an avalanche ever feels responsible.	Lec, Stanislaw
33. A lie told often enough becomes the truth.	Lenin, Vladimir
34. The actions of men are the best interpreters of their thoughts.	Locke, John
35. It's not whether you get knocked down; it's whether you get up.	Lombardi, Vince
36. The man who makes no mistakes does not usually make anything.	Magee, Bishop W.C.
37. There is a destiny that makes us brothers, none goes his way alone. / All that we send into the lives of others comes back into our own.	Markham, Edwin
38. Men are all alike in their promises. It is only in their deeds that they differ.	Molière
39. During times of universal deceit, telling the truth becomes a revolutionary act.	Orwell, George
40. Nothing is more powerful than custom or habit.	Ovid
41. In our leisure we reveal what kind of people we are.	Ovid
42. Don't fix the blame, fix the problem.	Pennington, Keith
43. A man convinced against his will is not convinced.	Peter, Laurence
44. Be kind, for everyone you meet is fighting a hard battle.	Plato
45. Never find your delight in another's misfortune.	Publilius Syrus
46. Figuring out who you are is the whole point of the human experience.	Quindlen, Anna
47. A man never discloses his own character so clearly as when describes another's.	Richter, Jean Paul
48. Responsibility: the high price of self-ownership.	Schleifer, Eli
49. All cruelty springs from weakness.	Seneca the Younger
50. The worst sin towards our fellow creatures is not to hate them, but to be indifferent to them; that's the essence of inhumanity.	Shaw, George Bernard

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QUOTE	AUTHOR
51. What you cannot enforce, do not command.	Sophocles
52. I would prefer even to fail with honor than win by cheating.	Sophocles
53. I cannot give you the formula for success, but I can give you the formula for failure – which is: Try to please everybody.	Swope, Herbert Bayard
54. Go confidently in the direction of your dreams. Live the life you have imagined.	Thoreau, Henry David
55. The greatest height of heroism to which an individual, like a people, can attain is to know how to face ridicule.	Unamuno, Miguel de
56. What we believe to be the motives of our conduct are usually but the pretexts for it.	Unamuno, Miguel de
57. Use what talents you possess; the woods would be very silent if no birds sang there except those that sang best.	van Dyke, Henry
58. Fortune favors the bold.	Virgil
59. You can't hold a man down without staying down with him.	Washington, Booker
60. Few things help an individual more than to place responsibility upon him and to let him know that you trust him.	Washington, Booker
61. Act now. There is never any time but now, and there never will be any time but now.	Wattles, Wallace
62. Peace hath higher tests of manhood than battle ever knew.	Whittier, John Greenleaf
63. No man is rich enough to buy back his past.	Wilde, Oscar
64. Give me the children until they are seven and anyone may have them afterwards.	Xavier, St. Francis
65. Do or do not. There is no try.	Yoda



2: Quotes by author with response questions

QUOTE AND QUESTIONS	AUTHOR
<p>1. I have yet to see a problem, however complicated, which, when you looked at it in the right way, did not become still more complicated.</p> <ul style="list-style-type: none"> ● We often think of analyzing a problem as the best way to simplify complex things. This quote seems to say that thinking about problem can actually make it more complicated. Why would that be? What kinds of problems are most likely to become more complex the more you think about them? ● When is it best to ignore problems rather than evaluate them deeply? ● How can this attitude be dangerous? ● One implication of this quote is that even seemingly simple things are often more complicated than they appear. Describe something in your life that is more complex than it may seem to other people. 	<p>Anderson, Paul</p>
<p>2. We are what we repeatedly do. Excellence, then, is not an act, but a habit.</p> <ul style="list-style-type: none"> ● Describe three habits you currently have that are habits of excellence. ● If we paraphrase the quote to read “We are what we repeatedly say,” would you agree with it? What are the differences between doing and saying? ● When is this quote not accurate? Can you think of single acts that are demonstrations of excellence? 	<p>Aristotle</p>
<p>3. The educated differ from the uneducated as much as the living from the dead.</p> <ul style="list-style-type: none"> ● How is education a life-giving force? ● What is the difference between education and school? Can someone go to school and yet not gain an education? ● Virtually everyone would pick being alive over being dead; why do you think some people choose not to take advantage of their opportunity for education? 	<p>Aristotle</p>
<p>4. It’s easy to make a buck. It’s a lot tougher to make a difference.</p> <ul style="list-style-type: none"> ● Do you think that is more important to make money or make a difference in the world? ● Who do you think cares more about money, rich people or poor people? ● What are some easy ways to make money? What are some of the problems with easy ways to make money? 	<p>Brokaw, Tom</p>
<p>5. Destiny is not a matter of chance, it is a matter of choice; it is not a thing to be waited for, it is a thing to be achieved.</p> <ul style="list-style-type: none"> ● How is destiny a decision? ● What has happened in your life that you feel was a result of your choices? ● What is something you could do right now to achieve your destiny? 	<p>Bryant, William Jennings</p>
<p>6. Integrity has no need of rules.</p> <ul style="list-style-type: none"> ● Describe a hypothetical situation in which rules would not be needed if people had integrity. ● How can people demonstrate integrity? ● How is integrity different from honesty? ● Which is more important in a friendship, integrity or loyalty? 	<p>Camus, Albert</p>



QUOTE AND QUESTIONS	AUTHOR
<p>7. Remember, happiness doesn't depend upon who you are or what you have; it depends solely upon what you think.</p> <ul style="list-style-type: none"> ● If money cannot buy happiness, why does everyone want it? ● Do you agree? Is happiness all in your mind? ● How would you define happiness? ● Name five people who you think are happy and five who you think are not. 	<p>Carnegie, Dale</p>
<p>8. The man who removes mountains begins by carrying away small stones.</p> <ul style="list-style-type: none"> ● This is similar to the proverb "a journey of a thousand miles begins with a single step" and the saying, "eat the elephant one bite at a time." Why do you think there are so many adages related to this idea? ● Can you think of some things that are hard to break into "small stones"? ● Why is it important to remember this idea? 	<p>Chinese proverb</p>
<p>9. All great things are simple, and many can be expressed in single words: freedom, justice, honor, duty, mercy, hope.</p> <ul style="list-style-type: none"> ● Where else can you find these ideas? ● Which of the things Churchill lists do you think is the most important? ● Which of the listed qualities is your greatest strength? ● Which of the listed qualities is most important in a political leader? A religious leader? A doctor? A lawyer? A parent? 	<p>Churchill, Sir Winston</p>
<p>10. History is a vast early warning system.</p> <ul style="list-style-type: none"> ● What evidence can you think of to support this statement? ● Why do people have a hard time connecting what happened before to what is happening now? ● How can you balance learning from history with allowing people to change for the better or even not holding a country's past against it? 	<p>Cousins, Norman</p>
<p>11. Our ultimate freedom is the right and power to decide how anybody or anything outside ourselves will affect us.</p> <ul style="list-style-type: none"> ● What people have the most influence in our lives? ● Can you always control how people and things affect you? ● What is more likely to affect you most strongly, people or events? ● How can we decide to not let someone affect us? Is it that simple? 	<p>Covey, Stephen</p>
<p>12. The hottest places in hell are reserved those who in time of great moral crises maintain their neutrality.</p> <ul style="list-style-type: none"> ● Is it possible to be truly neutral at a time of moral crisis? ● Would you agree that if you are neutral, someone else is probably fighting your battle for you? ● Why would it be hotter for those who were neutral than those who were on the "wrong" side? ● How does this quote correspond with the saying, "By your silence or your actions, you enter the fray?" 	<p>Dante Alighieri</p>

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QUOTE AND QUESTIONS	AUTHOR
<p>13. It is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change.</p> <ul style="list-style-type: none"> ● Why is change critical to survival? ● What are some things that make change difficult? ● How can people learn to be more adaptive to change? ● Is it more important for older people or younger people to be able to adapt to change? 	<p>Darwin, Charles</p>
<p>14. Without struggle there can be no progress.</p> <ul style="list-style-type: none"> ● Why is this true? Why can't you progress without struggle? ● What is something you want that you have to struggle for? ● Think of the most successful person you know. What struggles has this person had? 	<p>Douglass, Frederick</p>
<p>15. Perseverance is not a long race; it is many short races one after the other.</p> <ul style="list-style-type: none"> ● How is a long race different from many short races one after the other? ● Which would you rather run, a long race or a series of short races? ● What is a race you are in right now? Is it a long race or a series of short races? ● Think of something you've worked on for a long time. Can you divide it up into a series of short races that you've completed? 	<p>Elliot, Walter</p>
<p>16. Failure is only the opportunity to begin again more intelligently.</p> <ul style="list-style-type: none"> ● How is failure an opportunity? ● What happens to people who never fail? ● If you had to choose between failing in front of a lot of people but eventually succeeding, or never failing but never really achieving, either, which would you choose? 	<p>Ford, Henry</p>
<p>17. Well done is better than well said.</p> <ul style="list-style-type: none"> ● What words do people sometimes use that don't mean as much as their actions? ● How can you verify if someone actually means what they say? ● Is love an emotion or an action? ● What is the most important thing that you do every day? 	<p>Franklin, Benjamin</p>
<p>18. Genius without education is like silver in the mine.</p> <ul style="list-style-type: none"> ● In which way is this true? ● What would you rather be, a very intelligent person with no education at all or a typically intelligent person with an excellent education? ● How else can genius become useful besides education? 	<p>Franklin, Benjamin</p>
<p>19. In three words I can sum up everything I've learned about life: It goes on.</p> <ul style="list-style-type: none"> ● How would you explain this quote to someone else? ● Why would this be the most important thing to know about life? ● Can you sum up what you know about life in fewer than seven words? 	<p>Frost, Robert</p>
<p>20. There is nothing in a caterpillar that tells you it's going to be a butterfly.</p> <ul style="list-style-type: none"> ● Is there a time at which people stop being caterpillars? Is there a point at which people can no longer become something different from who they are? ● Who can you think of who turned out to be totally different from whom you thought he/she would be? ● Can this be a bad thing, or is it always good? ● Think of three things (besides people & caterpillars) for which this statement is true. 	<p>Fuller, R. Buckminster</p>



QUOTE AND QUESTIONS	AUTHOR
<p>21. All things are difficult before they are easy.</p> <ul style="list-style-type: none"> ● What is really hard for you right now that you think may be easier later? ● What was the thing that you thought was most difficult five years ago? Is that still difficult for you? ● What are three things that make something difficult? 	<p>Fuller, Thomas</p>
<p>22. You must be the change you want to see in the world.</p> <ul style="list-style-type: none"> ● How was this true of Gandhi? ● If you want world peace, how can you be that change? ● What changes would you like to see in the world? ● Which is harder to change, the world or an individual? 	<p>Gandhi, Mahatma</p>
<p>23. The key to everything is patience. You get the chicken by hatching the egg, not by smashing it.</p> <ul style="list-style-type: none"> ● On a scale of 1 – 5, 5 being the hardest, how hard is it to be patient? ● Do you consider yourself a patient person? Give an example of how you are patient or impatient. ● How could someone become more patient? ● How important is it to be patient? 	<p>Glasgow, Arnold</p>
<p>24. There is in us an unquenchable expectation, which at the gloomiest time persists in inferring that because we are ourselves, there must be a special future in store for us, though our nature and antecedents to the remotest particular have been common to thousands.</p> <ul style="list-style-type: none"> ● How could you explain this to someone too young to read it? ● What is your analysis of this quote? Is it true for you? For most people? ● Why do people like to feel that they are special? What is wrong with being ordinary? 	<p>Hardy, Thomas</p>
<p>25. A ship in a port is safe, but that's not what ships are built for.</p> <ul style="list-style-type: none"> ● What is something you have had to "leave port" to do? ● What is another analogy that would work to convey this idea: A _____ in a _____ is safe, but that's not what _____s are built for. ● What is your harbor? 	<p>Hopper, Grace</p>
<p>26. I'm a great believer in luck, and I find the harder I work the more I have of it.</p> <ul style="list-style-type: none"> ● If you work for it, is it still luck? ● When have you felt lucky? ● Why do you think people feel jealous when they think others are lucky? ● Would you rather be lucky or beautiful? 	<p>Jefferson, Thomas</p>
<p>27. Adversity is the state in which a man most easily becomes acquainted with himself, being especially free from admirers then.</p> <ul style="list-style-type: none"> ● Describe a time in which you felt like all of your friends abandoned you. ● How have you supported a friend in who was going through a hard time? ● Why do you think people distance themselves from people who are in trouble times? 	<p>Johnson, Samuel</p>
<p>28. There are two cardinal sins from which all others spring: Impatience and Laziness.</p> <ul style="list-style-type: none"> ● Why do you think Kafka chose these two things? ● Do you agree that impatience and laziness are the root of all other sins/bad habits? ● Which is worse, impatience or laziness? ● Would you rather have a parent who was impatient or lazy? 	<p>Kafka, Franz</p>

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QUOTE AND QUESTIONS	AUTHOR
<p>29. Injustice anywhere is a threat to justice everywhere.</p> <ul style="list-style-type: none"> ● Can you have partial justice? Why or why not? ● Where do you feel injustice exists? ● How is injustice different from unfairness? ● What happens when there is real or perceived injustice? 	<p>King, Martin Luther (Jr.)</p>
<p>30. Education is not enough. Intelligence plus character – that is the true goal of education.</p> <ul style="list-style-type: none"> ● What would you rather have – intelligence alone or a good character alone? ● Why is it important to have an ethical base if you are well-educated? ● How does formal education try to teach character? 	<p>King, Martin Luther (Jr.)</p>
<p>31. I exist not to be loved and admired, but to love and to act.</p> <ul style="list-style-type: none"> ● Why is it a better reason to live to love others than to be loved? ● What kinds of actions make for a worthwhile existence? ● What exists to be admired? 	<p>Korczak, Janusz</p>
<p>32. No snowflake in an avalanche ever feels responsible.</p> <ul style="list-style-type: none"> ● Group mentality can lead to inaction or action. Which do you think is worse – acting badly because the group is, or not doing anything when something should be done because no one else is? ● What are some things that can help people break out of the crowd mentality? ● How can people maintain a sense of personal responsibility, even when they are not the only ones engaged in the behavior? ● How is this similar to the old saying, “If Johnny jumped off of a bridge, would you jump off of a bridge?” 	<p>Lec, Stanislaw</p>
<p>33. A lie told often enough becomes the truth.</p> <ul style="list-style-type: none"> ● Why does this happen? ● Who do people lie more to – themselves or others? ● If you don’t remember that it isn’t true because you’ve told the story so often, is it still a lie? If not, what is it? ● Can you think of any lies that became the truth in history? 	<p>Lenin, Vladimir</p>
<p>34. The actions of men are the best interpreters of their thoughts.</p> <ul style="list-style-type: none"> ● How can actions really tell us what a person is thinking? ● Why are people’s actions sometimes out of alignment with what they say they are feeling? ● When are people most likely to act in a way that truly displays what they are thinking? ● If someone says something unkind and then says, “I was just kidding,” why would you be more or less likely to believe him/her? 	<p>Locke, John</p>
<p>35. It’s not whether you get knocked down; it’s whether you get up.</p> <ul style="list-style-type: none"> ● Who never gets knocked down? ● What does it take to get up after you’ve been knocked down? ● What role do the people around you play in this? Can others make you more or less likely to get up or stay down? 	<p>Lombardi, Vince</p>
<p>36. The man who makes no mistakes does not usually make anything.</p> <ul style="list-style-type: none"> ● Why are we likely to make mistakes when we’re doing things of value? ● What would you rather have, an employee who makes a lot of mistakes but also generates a lot of really wonderful ideas, or an employee who never makes any mistakes but also doesn’t really get anything done? 	<p>Magee, Bishop W.C.</p>

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QUOTE AND QUESTIONS	AUTHOR
<p>37. There is a destiny that makes us brothers, none goes his way alone. / All that we send into the lives of others comes back into our own.</p> <ul style="list-style-type: none"> ● How are these lines like the idea of karma? ● If this is true, why does it sometimes seem as if people are doing terrible things but still living a wonderful life? ● In what way is it true that we are all brothers (or sisters)? Can people go their way alone, truly? 	Markham, Edwin
<p>38. Men are all alike in their promises. It is only in their deeds that they differ.</p> <ul style="list-style-type: none"> ● Name three of the most common promises people make to each other. ● Which promises are most likely NOT to be kept and why? ● How can you tell if someone will keep their promises? ● What deeds are the most unusual in a positive way? 	Molière
<p>39. During times of universal deceit, telling the truth becomes a revolutionary act.</p> <ul style="list-style-type: none"> ● Why is it hard to tell the truth? ● Orwell is known for his dystopian novels – how is universal deceit a hallmark of dystopian fiction (think Hunger Games)? ● Is the same thing true of lying? In times of universal truth, is lying a revolutionary act? ● When is telling the truth more damaging than lying? 	Orwell, George
<p>40. Nothing is more powerful than custom or habit.</p> <ul style="list-style-type: none"> ● Why is habit so powerful? ● Which is the best habit anyone could have? ● Which is more powerful – good habits or bad habits? ● What is a habit you don't have that you wish you did? 	Ovid
<p>41. In our leisure we reveal what kind of people we are.</p> <ul style="list-style-type: none"> ● What is the most wasteful thing people can do in their free time? <p>Why does our leisure reveal more about us than our work?</p> <ul style="list-style-type: none"> ● What is the most valuable thing you do in your free time? The most wasteful? ● Are you more likely to become friends with someone who shares your same leisure activities or work activities (this includes school classes)? 	Ovid
<p>42. Don't fix the blame, fix the problem.</p> <ul style="list-style-type: none"> ● Why are people so likely to try to fix blame rather than the problem? ● What is the hardest thing about not blaming? ● Is there always someone or something to blame, or are some things truly inevitable? 	Pennington, Keith
<p>43. A man convinced against his will is not convinced.</p> <ul style="list-style-type: none"> ● Can persuasion be a superficial thing – I'll agree with you on the outside, but not on the inside? If so, how can we distinguish between true, thorough persuasion and superficial persuasion? ● Is it always important to convince someone thoroughly? ● When was a time you felt convinced against your will? Did the convincing last? Why was the person able to convince you against your will? 	Peter, Laurence
<p>44. Be kind, for everyone you meet is fighting a hard battle.</p> <ul style="list-style-type: none"> ● What kinds of battles are the people around you fighting? ● Which is harder, inner battles or outward battles? ● Why should you be kind because everyone is fighting a hard battle? Why should you care? ● What is the hardest battle you have ever fought? 	Plato

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QUOTE AND QUESTIONS	AUTHOR
<p>45. Never find your delight in another’s misfortune.</p> <ul style="list-style-type: none"> ● The Germans have a word for this – shadenfreude – which means taking pleasure from the misfortune of others. What is the closest English word to this feeling? ● Why should we follow Publilius’s advice? ● Is the reverse true? How would it benefit us to find delight in other people’s good fortune? 	<p>Publilius Syrus</p>
<p>46. Figuring out who you are is the whole point of the human experience.</p> <ul style="list-style-type: none"> ● How similar is this to Socrates’ saying, “The unexamined life is not worth living”? ● Do you think that people are still having original ideas, or do you think that everything has already been thought and we’re just re-designing it? ● How much do you think you truly understand yourself? ● What more is there to understanding yourself than knowing your strengths and weaknesses? 	<p>Quindlen, Anna</p>
<p>47. A man never discloses his own character so clearly as when describes another’s.</p> <ul style="list-style-type: none"> ● Why is this the case? What does this reveal about someone? ● Have you ever overheard someone describing you without their knowing? How did that make you feel? ● How is this similar to the saying, “That says more about you than it does about them”? ● How could you describe someone else in such a way that it would reflect positively upon your character? 	<p>Richter, Jean Paul</p>
<p>48. Responsibility: the high price of self-ownership.</p> <ul style="list-style-type: none"> ● Can you think of any time it would be easier not to have self-ownership to avoid responsibility? ● How can you avoid responsibility by surrendering self-ownership? To whom do you surrender it? ● What does it mean to have self-ownership? How does someone who “owns” themselves act that is different from someone who doesn’t? ● If you don’t own yourself, who owns you? 	<p>Schleifer, Eli</p>
<p>49. All cruelty springs from weakness.</p> <ul style="list-style-type: none"> ● How is this connected to bullying? ● Where have you seen this in action? ● Does this mean that kindness is strength? 	<p>Seneca the Younger</p>
<p>50. The worst sin towards our fellow creatures is not to hate them, but to be indifferent to them; that’s the essence of inhumanity.</p> <ul style="list-style-type: none"> ● Why is apathy more insulting than hate? ● How is not caring inhumane? ● What is something that people typically don’t care about that you think they should? ● What is something that you think people shouldn’t care about but they do? 	<p>Shaw, George Bernard</p>
<p>51. What you cannot enforce, do not command.</p> <ul style="list-style-type: none"> ● What kinds of rules are unenforceable? ● What if you need a rule but you can’t enforce it? What can you do instead? What other options besides command are there? ● Where do you see this in action in your life? 	<p>Sophocles</p>

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QUOTE AND QUESTIONS	AUTHOR
<p>52. I would prefer even to fail with honor than win by cheating.</p> <ul style="list-style-type: none"> ● Do you really feel this in your heart of hearts? ● What is the effect of frequent cheating on someone? ● Can cheating really be restricted to just one area of your life, or are you a cheat as a part of your identity? ● What is the most common kind of cheating you see? 	<p>Sophocles</p>
<p>53. I cannot give you the formula for success, but I can give you the formula for failure – which is: Try to please everybody.</p> <ul style="list-style-type: none"> ● Who are the most important people to please? ● Why will you fail if you try to please everyone? ● Who do you try to please? 	<p>Swope, Herbert Bayard</p>
<p>54. Go confidently in the direction of your dreams. Live the life you have imagined.</p> <ul style="list-style-type: none"> ● What is the difference between going confidently in the direction of your dreams versus going with a lack of confidence? How does that look different? ● What kind of life do you imagine for yourself? How could you go that direction confidently? ● Do you think most people do this? If not, why? What holds people back? 	<p>Thoreau, Henry David</p>
<p>55. The greatest height of heroism to which an individual, like a people, can attain is to know how to face ridicule.</p> <ul style="list-style-type: none"> ● Do agree that it is heroic to face ridicule with strength? ● Who faces ridicule the most, people who are achieving or people who aren't? ● What is the best way to face ridicule? 	<p>Unamuno, Miguel de</p>
<p>56. What we believe to be the motives of our conduct are usually but the pretexts for it.</p> <ul style="list-style-type: none"> ● Have you ever heard someone justify something by saying, "It's the principle of the thing?" What does this saying imply about that line of reasoning? ● How can we be more clear about our own motivations? ● Can you tell when someone is telling you the truth about why they did (or did not do) something? 	<p>Unamuno, Miguel de</p>
<p>57. Use what talents you possess; the woods would be very silent if no birds sang there except those that sang best.</p> <ul style="list-style-type: none"> ● What is something you like to do even though you are not fabulous at it? ● Would a choir be better or worse if every singer sounded amazing? ● How can you encourage others to follow this advice? 	<p>van Dyke, Henry</p>
<p>58. Fortune favors the bold.</p> <ul style="list-style-type: none"> ● How does being bold help you be successful? ● Can you think of a time when boldness benefitted you? ● Fortune is like destiny. How does destiny favor the bold? 	<p>Virgil</p>
<p>59. You can't hold a man down without staying down with him.</p> <ul style="list-style-type: none"> ● Is this really true? What if you're stepping on him? In what way is that staying down with him? ● Is it ever worth it to hold someone else down, even if it means staying down with him? ● What is the most common way people do this? 	<p>Washington, Booker</p>

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QUOTE AND QUESTIONS	AUTHOR
<p>60. Few things help an individual more than to place responsibility upon him and to let him know that you trust him.</p> <ul style="list-style-type: none"> ● What is the area of your life in which you have the most responsibility? Do you think it helps you? ● Booker T. Washington was a former slave. How does that influence your understanding of this quote? ● Whose trust is most important to you? 	<p>Washington, Booker</p>
<p>61. Act now. There is never any time but now, and there never will be any time but now.</p> <ul style="list-style-type: none"> ● In what way is this true? How is there never any time but now? ● Do you think that having this attitude would make someone more or less efficient? Why? ● What areas of life would this not be true? ● Does this mean that the past and the future literally do not exist? In what way? 	<p>Wattles, Wallace</p>
<p>62. Peace hath higher tests of manhood than battle ever knew.</p> <ul style="list-style-type: none"> ● Which is harder, maintaining peace or fighting a battle? ● Why do you think our society equates manliness with fighting? ● What do you think Whittier means by manhood in this saying? 	<p>Whittier, John Greenleaf</p>
<p>63. No man is rich enough to buy back his past.</p> <ul style="list-style-type: none"> ● Can you think of a celebrity who would wish to buy back his or her past? ● Using this quote, make the argument that the poor are as powerful over their past as the wealthy. ● Can you think of a way in which this quote is NOT true? 	<p>Wilde, Oscar</p>
<p>64. Give me the children until they are seven and anyone may have them afterwards.</p> <ul style="list-style-type: none"> ● What is the main idea behind this quotation? ● How much have you changed as a person since you were seven? Are you significantly different in regards to your core personality? ● What is the difference between someone who is seven and someone who is ten? ● Do you believe there is a window for training or influencing someone? 	<p>Xavier, St. Francis</p>
<p>65. Do or do not. There is no try.</p> <ul style="list-style-type: none"> ● Do you agree with Yoda? Is it possible to merely “try” something or must you do something? ● What is the difference between someone who is doing something versus someone who is trying something? ● How would you define “try” in the sense Yoda means it here? 	<p>Yoda</p>



RUBRIC FOR QUOTATION RESPONSE (VERBAL/DISCUSSION)

Categories	Scholar points available	1	2	3	4	Score
Reasoning	Uses an exceptionally persuasive argument based on ethos or pathos.	Fully logical reasoning.	Logical reasoning.	Reasoning has some flaws or limitations.	Reasoning is flawed or weak.	
Quality of support	Allusion to previous discussion, literary work, or superior use of supporting evidence.	Support is strong, applicable, and effective.	Support is adequate, although may be somewhat vague or tangential.	Support is barely adequate or perhaps insufficient.	Little or no support for argument.	
Presentation	Displays superior skill at acknowledging opposite opinions.	Argument is presented in strong, yet approachable way. Persuasive but not at all offensive.	Argument is presented in reasonable way. May be lacking in respect for other point of view.	Argument presented offensively or shallowly.	Argument is either highly offensive or given little or no thought.	
						___/12



RUBRIC FOR QUOTATION RESPONSE (WRITTEN)

Categories	Scholar points available	1	2	3	4	Score
Reasoning	Uses an exceptionally persuasive argument based on ethos or pathos.	Fully logical reasoning.	Logical reasoning.	Reasoning has some flaws or limitations.	Reasoning is flawed or weak.	
Quality of support	Allusion to previous discussion, literary work, or superior use of supporting evidence.	Support is strong, applicable, and effective.	Support is adequate, although may be somewhat vague or tangential.	Support is barely adequate or perhaps insufficient.	Little or no support for argument.	
Presentation	Displays superior skill at acknowledging opposite opinions.	Argument is presented in strong, yet approachable way. Persuasive but not at all offensive.	Argument is presented in reasonable way. May be lacking in respect for other point of view.	Argument presented offensively or shallowly.	Argument is either highly offensive or given little or no thought.	
Writing	Superior use of complex sentence structure or literary devices.	No syntax or grammar errors detract from writing.	Few syntax or grammar errors.	Enough errors that they detract from the argument.	Unacceptable number of errors that cause distraction.	
						___/12



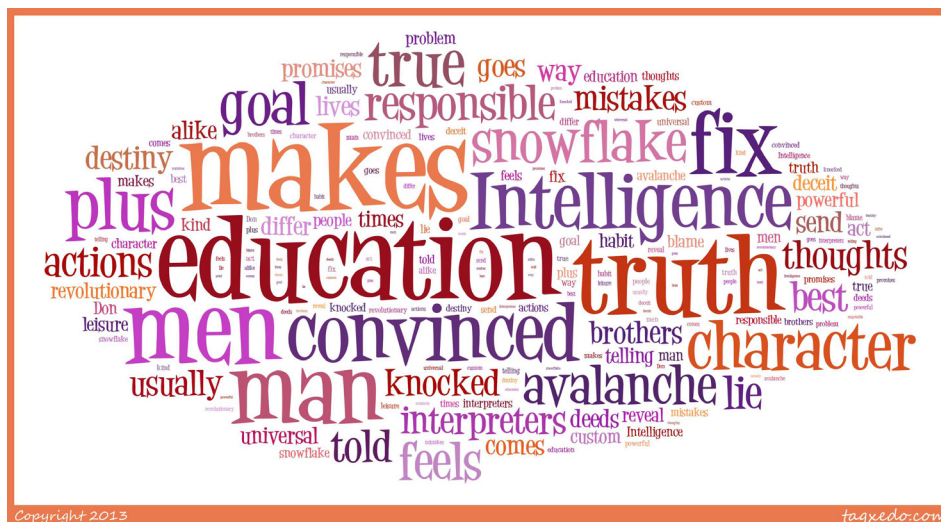
3: Ideas for using quotes in the classroom

Here are 20 ideas for activities students and teachers can do with quotations (either the ones here or others).

IDEA 1 – Quote comparison: Either randomly or with deliberate intention pair quotes for comparison and contrast. Here are some general questions to accompany the quotes:

- How are these quotes similar in meaning?
- What is different about the ideas behind these quotations?

IDEA 2 – Quotation family: Create a quotation family by selecting two parent quotations and then finding other quotations whose ideas stem from the parents, including explanations of how they are connected.



IDEA 3 – Tag cloud: Make a tag cloud of favorites or put all quotes in a tag cloud (use wordle.net or tagxedo.com) and see what words appear most often.

IDEA 4 – License plate: Create a license plate that captures the idea of a quote. Find a template here: bit.ly/platetemp. This site has templates for each state, so students can create a license plate for their home state or a state that they feel matches the tone of the quote: bit.ly/platetemplate.

IDEA 5 – Create a conversation: Have students select a series of quotes and organize them into a conversation with the quotes responding to each other. They may change the quotes into questions in order to make the conversation flow, if they desire.

IDEA 6 – Make a movie or slideshow: See an example at bit.ly/quotemovie. PowerPoint 2010 has the ability to convert the presentation to a movie (get instructions at bit.ly/ppt2movie). You can also download Microsoft's Photostory (for PC users) at bit.ly/mphotostory. You can also use the free (registration required) Kizoa (kizoa.com). For inspiration, see this example of a quotation/image slideshow: bit.ly/50impossible.



IDEA 7 – Integrate: Use quotations to decorate the room, add them to assignments, create a bulletin board to highlight them, or buy a simple frame and replace the quote in it regularly.

IDEA 8 – Top 10 Lists: Have students compile Top 10 lists of quotations for characters in stories, people in history, or categories within the quotes themselves (top 10 quotes by people still living, top 10 quotes by Americans, top 10 quotes under 150 letters, etc.).

IDEA 9 – Most Likely to Be Used Lists: Have students match quotations to occasions or people. What quote is most likely to be used by a person or in a certain situation?

IDEA 10 – Yoda-cize: Have students change the syntax of a quote to match the way Yoda would say it (e.g., cannot hold a man down without staying with him you must).

IDEA 11 – Make into inspirational poster: You can do this for free and easily at bit.ly/motivposter. Find images in flickr.com (use advanced search to find results with Creative Commons licenses) or at sxc.hu (again, used advanced search to select unrestricted photos). The image used in the example was a free image from iStock photo.



IDEA 12 – Make into a book: Desktop publishing makes printing an actual book simple, but another idea is to save a document or PowerPoint (tip: designing is easier in PowerPoint than Word) as a PDF, and then upload to flipsnack.com, a site that will convert the PDF into a flip book for free.

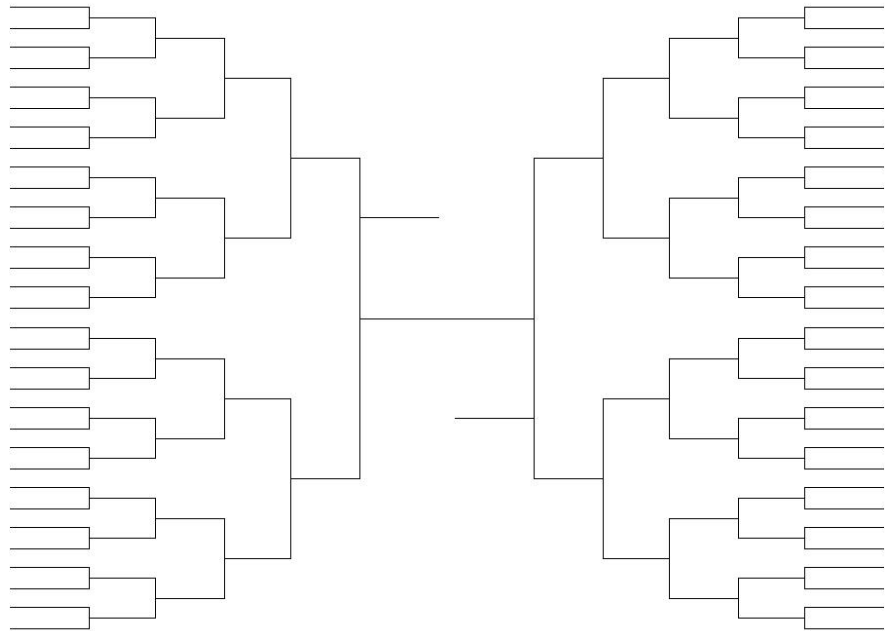
IDEA 13 – Match game: Match quotes to the curriculum or current events. What quote could be the epitaph of whatever it is the class is studying? Although it is simple and straightforward for language arts and social studies, it is also effective for math, science, and other content areas.

IDEA 14 – Origami: Have students write quotes on paper that they fold into origami shapes. Encouraging quotes can be folded into cranes and given to students or faculty or community members who are in need of encouragement. For instructions for a variety of origami folding projects, visit origami-instructions.com. There is also a helpful video at bit.ly/foldacrane.



IDEA 15 – Bracket challenge:

List the quotes by number on a bracket challenge template (like the one below). Have students vote on their favorites, and advance over time to a winner. This is an effective home/school connection idea, as you can allow parents to vote as well.



IDEA 16 – Make a visual:

Using picmonkey.com (or any other free image editing site or software), have students select an image (see Idea 11 for image sources) and add the text, carefully selecting an appropriate font. Have students save the images and use them to create collages, print them to create photo albums, or use them in other projects (such as a flip book).

IDEA 17 – Print them on sticky notes: You can find an easy tutorial at bit.ly/printpostits that describes how to print onto sticky notes directly from your computer. Students can then leave inspiring quotes around the school or their homes. Teachers can also leave quotes on student desks.



IDEA 18 – Tweet them: There is a Twitter hashtag (#quotes) that you can use to share quotes. Alternately, students can paraphrase quotes into 140 characters just on paper. Use a Twitter icon to label them (see iconfinder.com for icons for Twitter, Facebook, and much more).

IDEA 19 – Create a Geocache: Students or teachers can leave quotations in small notebooks or sticky note pads that they geocache. Finders can add a quote and take a quote. Find out more about geocaching in general and get classroom ideas here bit.ly/gpsteach.

IDEA 20 – Padlet: Padlet (formerly Wallwisher) is a virtual blank wall on which people can post “notes.” Teachers or students can create a board at the site (padlet.com) on which others may post. This free site allows students to interact, even with students in other schools or class periods.

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4: Places to find quotes

Can't get enough quotes? Here are some places to find even more great quotes!

quotabl.es is a searchable British site is a community for quote-ophiles. You can find great quotes, yes, but you can also rate those others have posted and share your own. When you register (free), you can create a database of your own favorite quotes, separated by topic.

For all of you math teachers who think quotes are just for the Liberal Arts folks, numberquotes.com is for you. You simply type any number into the search box, and it will generate random (and randomly interesting) factoids that give scale to the number. For example, did you know that 58 pennies stacked on top of each other would be as high as two Burger King Whoppers or that 1 million McDonald's Big Macs would weigh as much as 30 African male elephants?

It's not just Yoda who generated great movie quotes. Films are replete with wonderful, humorous and inspiring quotes on a wide range of topics. subzin.com lets you search for screen quotes with only a fragment of the line. Another similar site, reellifewisdom.com, allows you to search by topic for words of wisdom from movies.

At quotesecret.com, you can sign up to receive a daily quote via email, or you can visit the site to see the quote of the day. The quotes are accompanied by a thought-provoking question and are typically of the inspirational variety.

Quotecoil is a clean-looking site that allows you to search for a quote by author, subject, keyword, etc. The database is large, so unless you have extremely quick internet service, don't be surprised by a wait of a few seconds to generate your results. Visit it at quotecoil.com.

Bruce Lloyd has compiled 1,000 messages of wisdom for the 21st century. They are available at bit.ly/quotesfor21.

The illustrator of bit.ly/quotedoodle took quotations and made them into doodle art that students can color.