

And I quote “...”



“Whatever you can do or dream
you can, begin it.
Boldness has genius, power
and magic in it.”

Johann Wolfgang von Goethe

For years I have used quotations in a variety of ways with many academic subjects, lessons and grade levels. Perhaps you need something new and interesting to introduce the activities or are looking for options that will help students open up their thinking to new ideas, people, places or time periods. Are you interested in supporting a particular value or connection that is more affective? Use of quotations also allows you and your students to apply varied levels of thinking skills. I have indicated suggested thinking level verbs are in italics in the examples below to give you a start.

As you are trying to help students set goals and reach beyond their comfort zone, this edition’s quote is a perfect starter for the year. I have shared varied questions and activity possibilities that you may use in discussion or as written or visual responses – individually or with groups. You may adjust the difficulty of question words to fit your grade level. This quote’s author, Johann Wolfgang von Goethe (ˈɡəʊ(r)-tə), is a German poet and dramatist who lived from 1749 – 1832.

Check #3 for a content subject area idea...I hope you enjoy the use of this quote in your classes. Watch for future ideas on using quotations with your differentiated lessons.

1. **If you want the students to think first and then share** - Without any discussion, explain to the students that you are sharing an activity sheet with them that has a special quote at the top (2 levels of example response sheets are on pages 3 and 4.) Read the quote together. Tell them they may ask anyone they like about the quote (either in class or at home.) and also think about what the quote means. Then, generate responses to the questions on the sheet and be prepared to share at the next assigned class time. You may find that some of the questions below will fit into your discussion, also.
2. **If you want to discuss together as a whole class, and then follow up with small group or individual activities** – Without the quote in front of them, begin by sharing some word basic meanings with the group:

- What does dreaming mean to you? (*interpreting*)
- If someone were exhibiting boldness how would they be acting? (*explaining*)
- When I say the words genius, power and magic, what do you think of? (*summarizing or imagining*)

Pass out the quote in a way that works best for you – overhead, blackboard, Smartboard, paper, etc. (A separate copy is on the page 2 for your use.) Read the quote together and discuss as a class or in small groups followed by a class sharing:

- Is there anything different between what you can do and what you dream you can do? If so, what? If not, why not? (*compare and contrast*)
- What do you think Goethe is trying to express in the first sentence of the quote? What makes you think so? (*inferring, elaborating*)
- How can “boldness” have something in it? What figurative language device is being used? (*interpreting, recalling*)
- Imagine boldness having each of the words Goethe uses in it. What do you imagine that would look like? Why would this be important? In what ways can Goethe’s word help you become more confident and reach farther in your learning? (*imagining, interpreting, applying*)

3. **Special Connections to personal and specific academic areas** – After discussions, you may choose to have students complete one of the following activities:

- Think of time in your life when you have begun something you thought was beyond you...when you showed boldness. If you cannot think of one, imagine what it might be like. *Describe* the situation and show how genius, power and magic were a part of your experience. You may choose to share your ideas through any product you like – poem, poster, radio spot, etc. (for lower ability or grade level you may select only one word, offer help during the process, or specify a product that you can explain more specifically to them).
- For content area and specialist teachers – Students will (on their own, or from a list you give them if they need more support) *determine* a scientist, mathematician, author, inventor, historian, artist, (depending on your subject area), etc. that represents the theme and ideas presented by Goethe’s quote. Students will summarize why they feel this person fits the quote and defend their ideas with specific examples from the person’s life and accomplishments. Again, you may need to provide a more supportive scaffolding for some students as they research the person they have chosen. Select the product to show what they have learned based upon what you want them to know, understand and be able to do as a result of this activity.

4. **Finale** – Share products from projects and/or have students determine specific goals to set for the grading period, unit, etc. Keep the goal cards and review at the end of the time period. Refer to the quote frequently...maybe open each class with it for awhile, have one or two students share their goals, keep a BOLDNESS spot on the board where people can record their new-found steps to reach higher, the possibilities are endless! I’d love to know what you do in your class.

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Name: _____

Class: _____

Date: _____

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Examine the quotation above. Read it several times. Then, create a response to the following questions below. You may look up any words you need to, discuss the quote with others, if you like. However, the written response should be your final ideas that answer these questions:

- What do you think the first sentence is trying to say?
- How would you interpret the meaning of the second sentence?
- Would this quote help you and others in their life? Why or why not?
- Imagine you have the chance to change something in your life. Applying the message of this quote, what would you change to make a new goal?
- With whom would you share the quote and why?
