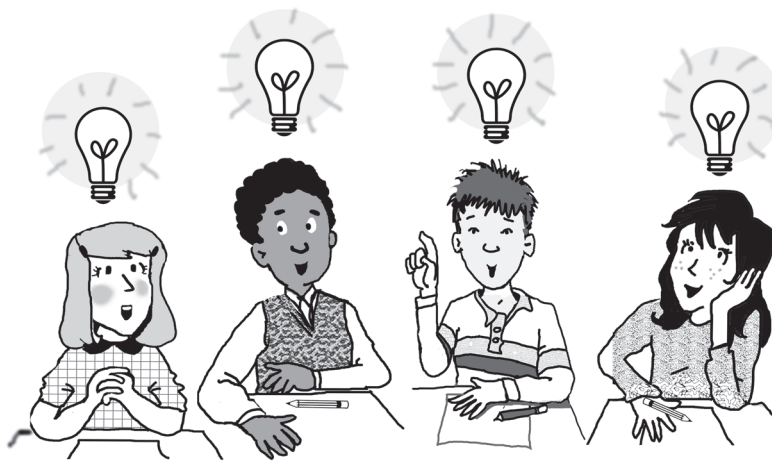


Quotes to **Stretch** Your Brain



by
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Ignite Critical and Creative Thinking!

An intriguing quote is a spark to stretch the brain! The 55 quotes in this book are specifically chosen to challenge students toward deep reasoning and analysis—toward finding relevance and meaning in each quote. The collection includes wise, witty, inspiring, puzzling, and insightful quotes—each of them with curious nuances that can lead students in different mental directions. Activities encourage them to reflect, internalize or globalize an idea, and to share their ideas with others. Use a quote to start the day or class period, or in any other setting where you'd like to fire up critical and creative thinking.

As You Use the Quotes . . .

- Introduce students to the idea of aphorisms, adages, and proverbs. Ask them to find definitions of these words and share examples.
- The main purpose of the book is to get students to engage with the quote, pushing their thinking to new levels. So be sure to encourage them to look at each quote in different ways and follow where it leads. Be open to the ingenuity and curiosity that can carry students to unexpected interpretations and responses.
- We know from brain research that emotions drive attention, meaning, and memory. So allow students to express fear, opposition, delight, sadness, joy, or humor that may be triggered by these quotes. Make sure students have a chance to share their reflections about the quote.
- Share your own responses to the quotes. Take part in the activities.
- Many quotes, particularly those from the past, use the word “man” or “men” or masculine pronouns. Remind students that the idea applies to all humans.
- When possible, give students an opportunity to learn more about the speakers (or writers) of the quotes. Learn about the place and time in which that person lived, as well as his or her passions, beliefs, and influence on others.
- Consult the Teacher Notes on pages 62 through 64 to find additional information or activities for each quote.
- Don't forget about a quote after the activity is done. Keep quotes posted on the wall for a while. Refer to them. Ask students how a quote from past weeks is affecting them now. Gather these and other quotes in a class quote collection to use for writing experiences and other lessons.

Different Ways to Use the Quotes

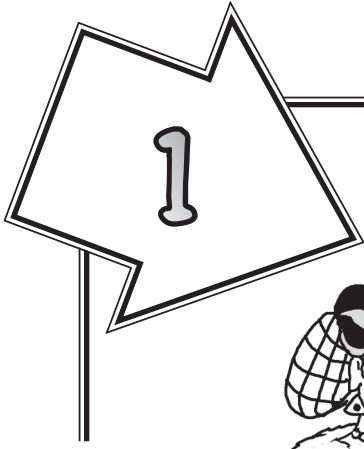
Start the class or lesson by reading the quote to students. Also project the quote, feature the quote on the board or on a poster, or give a copy to each student. Introduce the quote, and make sure all the words are understood before students begin other engagement with the quote. Then, use any of these approaches:

- Use a quote as a short inspiration. Share it with students and give them a few minutes to respond and react.
- Use the quote and the activity page as a short warm-up activity. Students can do one, some, or all of the items on the page.
- Use the quote as a springboard for a longer lesson. Most of the pages can be extended to include discussion and sharing of students' written responses.

Topics Covered in the Quotes

Topics	Quotes	Topics	Quotes	Topics	Quotes
Achievement	10	Freedom	34, 36, 39	Poetry, writing	3, 38
Ambition	8, 32, 55	Friendship	6, 45, 52	Progress	41, 51
Appearance	4	Giving and taking	49	Resilience	18
Celebrity, fame	6, 7, 29	Gossip, words	11, 15, 30	Responsibility	34, 48, 50
Confidence	4	Human folly	17, 20, 33	Revenge	37
Doing good	27	Initiative	25, 54	Risk	8, 33, 46
Enemies	1, 45, 52	Jealousy	47	Self-awareness	16, 22, 38, 43
Environment	13	Learning	14	Self-expression	5
Failure	44	Love	46, 55	Secrecy	9
Fashion	43	Money	31	Technology	36
Fear	4, 24, 46	New ideas	23, 24	Teenagers	19, 50
Fools	26, 55	Perception	3, 23	Togetherness	42
Forgiveness	52	Perseverance	12, 18, 21, 28, 44	Wisdom about life	1, 2, 15, 17, 18, 21, 25, 28, 35, 40, 53, 54, 55

Name: _____



“Enemies are so stimulating.”

– Katharine Hepburn

Katharine Hepburn (1907–2003), voted the greatest female film star in American history by the American Film Institute, was the winner of four Academy Awards, four Tony Awards and eight Golden Globe Awards. She was known for her unconventional style and her portrayal of strong, independent women.

- Define *stimulating*.

- How could an enemy be stimulating? Name two examples of ways an enemy could stimulate someone to a **positive** action.

1. _____

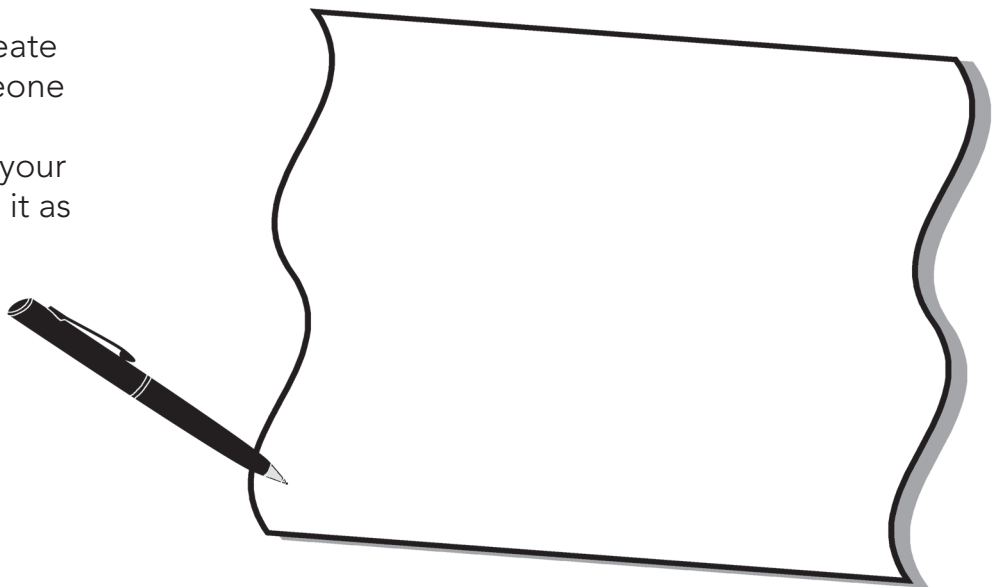
2. _____

- How could an enemy be stimulating? Name two examples of ways an enemy could stimulate someone to a **negative** action.

1. _____

2. _____

- Let Hepburn’s idea stimulate you to create ideas for how someone should respond to an enemy. Choose your best idea and write it as a piece of advice.



Name: _____



“Life is not having been told that the man has just waxed the floor.”

– Ogden Nash

Frederick Ogden Nash (1902–1971) was one of America’s greatest humorists. Before his writing career flourished, he worked as a Wall Street bond salesman, a teacher, and an advertising copywriter. He wrote children’s books, lyrics for musicals, and twenty collections of poems.

- Do you agree with Ogden Nash’s metaphorical statement? _____ Tell why or why not.

- Write your own metaphor to finish the “Life is not . . .” statement.

Life is not _____ .

- Write your own metaphor to finish the “Life is . . .” statement.

Life is _____ .

- Interview three other people about what they believe life is **not**. Ask them to finish the sentence with a metaphor in the style of Ogden Nash’s quote. Write their responses. Circle your favorite.

Life is not

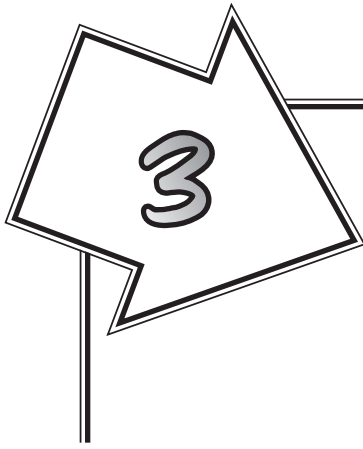
1

Life is not

2

Life is not

3



Name: _____

“Writing without passion is stale, flat, lifeless and should be spewed out of the mouth.”

– Bruce Coville

- Write a short response to the quote.

- Rewrite the following sentence with passion.

The dragon jumped down from the building and picked up the girl.

- Coville also wrote, *“Reading is a huge banquet—a smorgasbord, with everything from hamburgers to filet mignon, and a huge sidebar of desserts.”* Think about the books you have read as part of a banquet. Name a book that would be . . .

an appetizer. _____

a main course. _____

a dessert. _____

- Explain one of your book choices.

Bruce Coville (1950–) grew up near the small town of Phoenix, New York. His only regret about those growing-up years is all the time he spent watching television when he could have been reading instead. He did read many books and “zillions” of comic books. When he was eighteen, he started writing children’s books. Most of his middle-grade level books are science fiction fantasies, such as **The Monster’s Ring; My Teacher is an Alien; Sarah’s Unicorn; Dragonslayers; Jeremy Thatcher, Dragon Hatcher; and Aliens Ate My Homework.** He has also adapted Shakespeare plays, including **Romeo and Juliet** and **The Tempest** for young people. He has authored about 70 books and three musicals for young people. His wife Katherine illustrated several of his books.

