

Most Memorable Quote

Activity Guide

Overview

This lesson encourages students to think about the power of speech. It asks participants to read quotes and consider who said what, when.

**Note: This activity can be presented differently depending on the needs of your students and the size of your class. Adaptation options will be listed, however the standard method of presentation is based on group size of 15 students and encourages movement throughout space.*

KEY LEARNING OBJECTIVES

- Recognize that statements have ability to connect differently from person to person
- Understand that identity is multi-faceted (“and” not “or” thinking)
- Anne Frank was a deep-thinker, and is an example of how youth voices are worthwhile and powerful

RESOURCES NEEDED

- Cards with quotes, types of people, and eras
- Chart paper or white board

LESSON SEQUENCE

I. Reading and selecting a meaningful quote

- Print out the 10 included quote cards and display them in a manner that students may view them. Depending on size of class, facilitator may want to spread out the quotes and have students rotate through to read all of the quotes. This will keep everyone engaged and prevent crowding.
- In a separate area, lay out the “person” cards, and in another area, lay out the “era” cards.
- Provide a sticky note and pencil to each student.
- Instruct students that they are going to read all ten quotes. After they have read all of the quotes once, they should select the one quote that stands out to them the most, and to be prepared to share why.
- They should write the number of their chosen quote on their sticky note.
- After choosing their quote, they should move to the “person” and “era” cards, and determine what type of person said their quote, and when it was said. Students should write this on their sticky note as well.

Remind students:

- It is **not about being correct**. It is much more important that they can articulate **WHY** they made their choices
- This step is to be done individually and not discussed with each other. If a student recognizes a quote and/or knows who said it, they should select a different quote.

Adaptations:

- For younger students or those who struggle with multi-step instructions, consider using the printable version of this activity.
- For large groups, print out sets of the cards and split into smaller groups for step 1.



II. Who/What/When?

- After students have made their choices, review as a full group.
- For each quote, ask if a student selected it, and have it read aloud. Ask each student to share why they chose the quote, and who they think said it and what era.
- Chart all of the answers on chart paper or the white board. More than one student may choose a quote and they may have differing ideas of who/when.
- After everyone has shared their choices, ask students what they notice based on what was written on the chart paper.

Adaptations: For students using the paper version of this activity, have them cut out their chosen quotes and map them on a pre-displayed chart with columns for “person type” and “era.” Then continue discussion as described above.

III. Conclusion

- Tell the students that all of the quotes are actually said by the same person.
- Point out all of the different choices students made regarding who they felt said each quote.
- Ask students to explain how is it possible for one person to be seen in each of these ways?
- Share that all of the quotes were from Anne Frank, between the ages of 13-15, during 1943-1945.
- Ask students what they can understand from this activity, now knowing they were said by a young person over 80 years ago.

Guide the discussion so that students share the conclusion that youth voices matter and can be timeless. Student voices are powerful and valuable. Ensure that students take away that one person can be several different “kinds” of people, and that identity is not one single idea.



"How wonderful it is that nobody need wait a single moment before starting to improve the world."

1

"I still believe, in spite of everything, that people are truly good at heart."

2

"I don't think about all the misery, but about the beauty that still remains."

3

"A good example is more effective than advice. So set a good example, and it won't take long for others to follow."

4

"Open your eyes, be fair in your own dealings first! Give whatever there is to give! You can always –always –give something, even if it's a simple act of kindness! If everyone were to give in this way and didn't scrimp on kindly words there would be much more love and justice in the world!"

5

"Without realizing it, I've gone from justice to freedom, but I believe that it is only when these two are combined that something great will happen."

6



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“Everyone is born equal; we all come into the world helpless and innocent.”

7

“Human greatness does not lie in wealth or power, but in character and goodness.”

8

“Enjoy the good things that life has to offer, but don’t forget the sad things, and do what you can to help lessen the sorrow. All people can help each other.”

9

“Every child has to raise itself. Parents can only advise their children or point them in the right direction. Ultimately, people shape their own characters.”

10

**Religious
Leader**



Writer





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**Human
Rights
Activist**



Philosopher



Historian



**1950-
1999**



**2000-
Present**



**1900-
1949**





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**1850-
1899**



**Before
1850**



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"How wonderful it is that nobody need wait a single moment before starting to improve the world."

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"I still believe, in spite of everything, that people are truly good at heart."

2



“I don’t think about all the misery, but about the beauty that still remains.”

3



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“Open your eyes, be fair in your own dealings first! Give whatever there is to give! You can always –always –give something, even if it’s a simple act of kindness! If everyone were to give in this way and didn’t scrimp on kindly words, there would be much more love and justice in the world!”

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Religious Leader



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Writer



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Human Rights Activist



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Philosopher

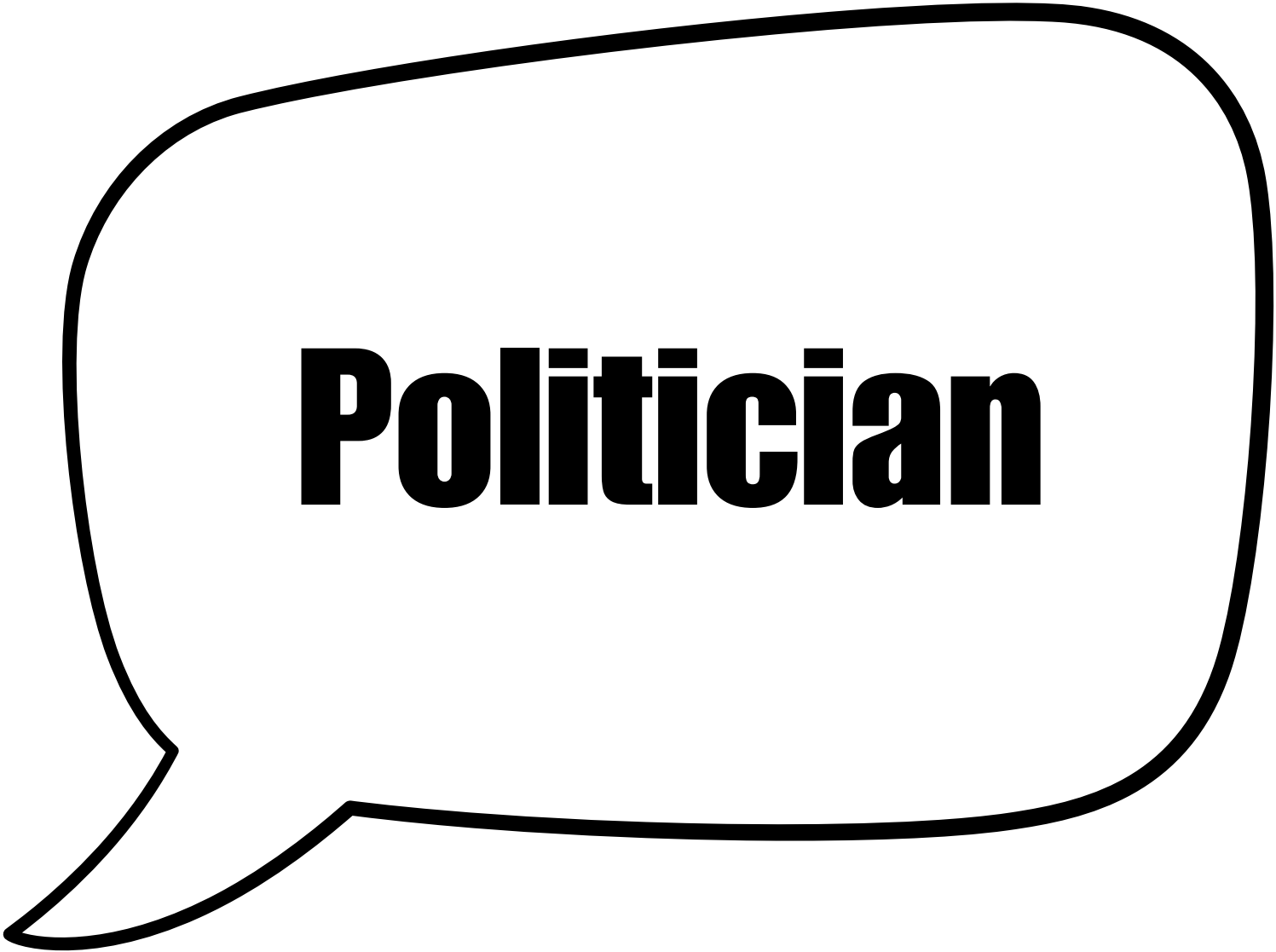


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Historian



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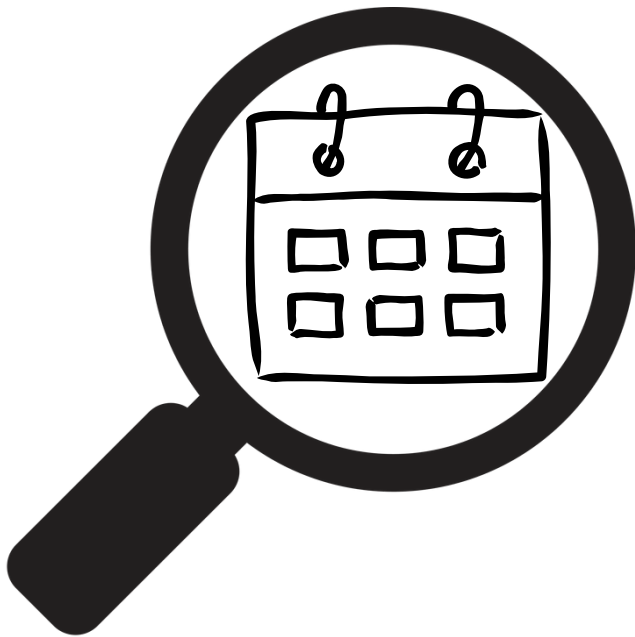
Politician



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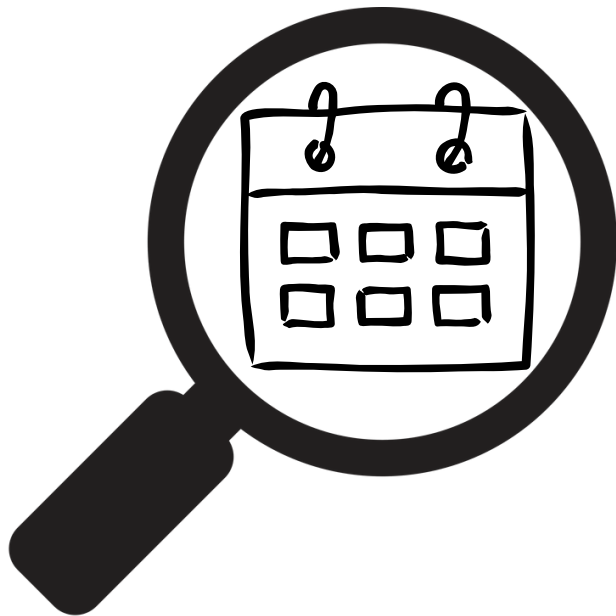
2000- Present



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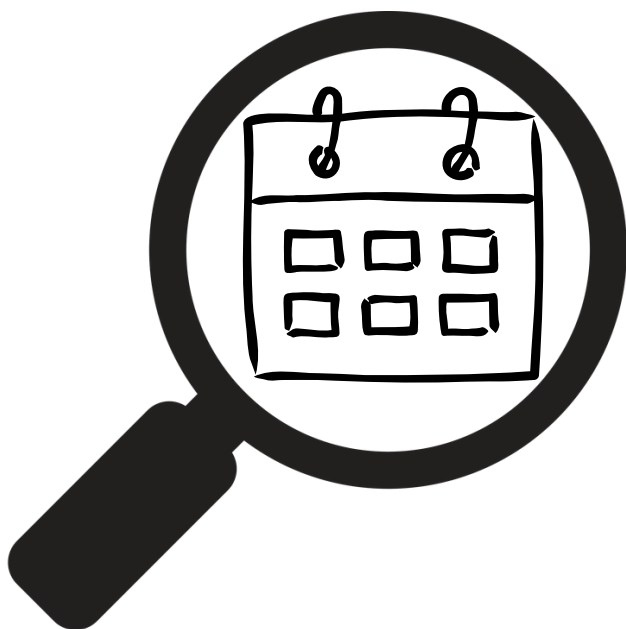
**1950-
1999**



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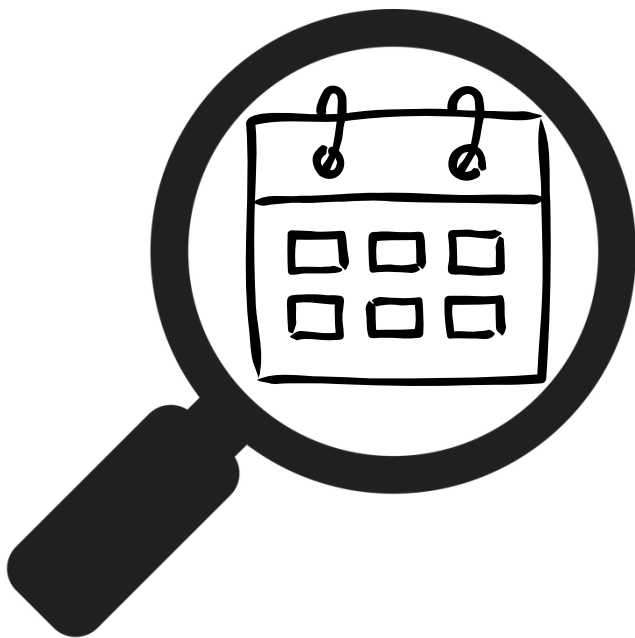
**1900-
1949**



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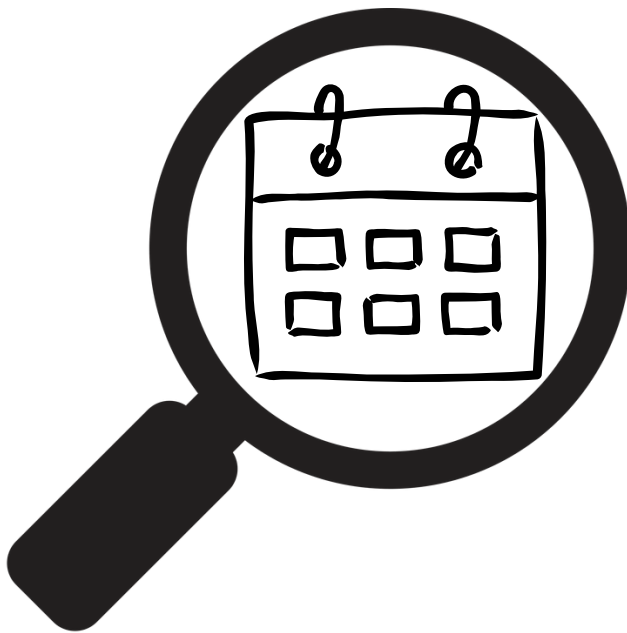
**1850-
1899**



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Before 1850



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Most Memorable Quote



1. **Read** all 10 of the quotes on this page.



2. **Cut** out the 1 quote that you like best.



3. **Write** your name on the back of your cut-out quote.



4. **Think** about WHO and WHEN quote said.



5. **Attach** your quote to that spot on the class chart.



6. Be prepared to **explain** why you made your choices.

This activity is NOT about having the "right" answer.

It is about HOW you think, not WHAT you think.

WHEN ?

WHEN do you think your quote was said?

NOWADAYS (2000-today)

1950 - 1999 (Parents/Grandparents era)

1900-1949 (World War I & II)

1850-1899 (Civil War/Reconstruction)

Before 1850

WHO ?

WHO do you think said it?

Human Rights Activist

Religious Leader

Writer

Philosopher

Historian

Politician

"Everyone is born equal; we all come into the world helpless and innocent [...]."

"I don't think about all the misery, but about the beauty that still remains."

"A good example is more effective than advice. So set a good example, and it won't take long for others to follow."

"Open your eyes, be fair in your own dealings first! Give whatever there is to give! You can always – always – give something, even if it's a simple act of kindness!"

"Every child has to raise itself. Parents can only advise their children or point them in the right direction. Ultimately, people shape their own characters."

"Without realizing it, I've gone from justice to freedom, but I believe that it is only when these two are combined that something great will happen."

"Human greatness does not lie in wealth or power, but in character and goodness."

"How wonderful it is that no one has to wait, but can start right now to gradually change the world!"

"Enjoy the good things that life has to offer, but don't forget the sad things, and do what you can to help lessen the sorrow. All people can help each other."

"[...] I still believe, in spite of everything, that people are truly good at heart."



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**NOWADAYS
2000-TODAY**

1950-1999

1900-1949

1850-1899

BEFORE 1850

HUMAN RIGHTS ACTIVIST

RELIGIOUS LEADER

PHILOSOPHER

WRITER

POLITICIAN

HISTORIAN



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