

Character Education Resource Center

News You Can Use

June 2019

Using Character Quotes in the Classroom

Quotations are often a time-effective instructional strategy to engage your students to “think about thinking” (meta-cognition). Quotes lend themselves to critical thinking, application to lessons in life, a conversation starter for home and classrooms, and a character/behavior guide.

In addition, quotes meet Common Core State Standards for ELA-Literacy.CCRA.R2, CCRA.R8, CCRA.R9 ([Mensa Education & Research Foundation](#)) To You Their Teacher: It’s up to YOU to answer four questions about this lesson: (1) Do you want to use it? (2) If so, do you need to modify it? (3) How much time will you give it? (4) How will it be extended?

Objectives: After this lesson students will be able to:

- Compare and contrast quotations
- Find information about the author of each quote
- Determine the meaning and implication of each quote
- Write/draw how the quote may apply to what they do and say
- Discuss the meaning of the quotes with their classmates, friends, family.

The meaning of life is to find your gift. The purpose of life is to give it away.

- Pablo Picasso

If you want to make a difference in someone’s life, you don’t need to be gorgeous, rich, famous, brilliant, or perfect. You just have to care.

- Karen Salmansohn

Nothing is impossible, the word itself says ‘I’m possible’!

- Audrey Hepburn

You’ll never find a rainbow if you’re looking down.

Charlie Chaplin

The most important trip you may take in life is meeting people halfway.

- Henry Boye

How Can You Transform Literacy? Let's Count the Ways

To be clear, books face more competition than any point in history. For better or worse the smartphone has become the teenager's go-to source for entertainment and connection. When you add in traditional teenage responsibilities like sports, band, clubs, jobs and sibling duty, to name a few, reading often becomes an afterthought. Consider a survey I administered to 50 of my current freshmen at the beginning of the school year:

- 14 reported that they read zero books last year. Another 15 read just one or two.
- 35 said they rarely or never read outside of school.
- 27 literally could not name the best book they read in middle school, responding with "I don't remember," "No idea," "None," or the teacher favorite, "IDK."
- 32 reported a neutral or negative attitude toward reading.

Did You Know?

Despite generations of well-intentioned interventions, two-thirds of middle school students in the United States are not proficient in reading, and approximately half of those students do not have the basic skills they were expected to learn in elementary school. The stakes couldn't be higher. Those who don't learn to become proficient readers are less likely to graduate high school, more likely to live in poverty, and less prepared to compete in the 21st century workplace.

10 ways to combat middle-school reading failure, Brown and Jerry Zimmermann, February 20, 2019

<https://www.smartbrief.com/originals/education>

Be Willing to Ask "What if?"

- What if all students could see themselves in books?
- What if we celebrated and cheered on readers the same way we champion our athletes?
- What if we flooded all schools and communities with great books?
- What if we truly trusted and empowered our teachers? Our students?
- What if we stopped policing kids' reading?
- What if we acknowledged that just because a certain book "worked" for you, or for me, it doesn't mean that it needs to be read by ALL?
- What if we recognized that a text is not rigorous if no one reads it?
- What if every school made their love of reading visible to students and families?
- What if all children in K-12 received a brand new book of their choice every single month?
- What if the books on our shelves were as diverse as the students in our classrooms?
- And what if teachers didn't have to buy those books?

13 WAYS EDUCATORS CAN TRANSFORM LITERACY

Jarred Amarto, March 18, 2019

<https://www.educationdive.com>

An Interview with Lisa Scherff

Lisa is a high school English teacher and researcher:

Honestly, some of the things I'm being told to-do are educational malpractice. For example, in my district (like others in the state I've heard about) we're not suppose to teach any novels until after the high-stakes graduation exam. Since students take the graduation exam at the beginning of May, it means that, technically, I'm prohibited from teaching a novel until the last three weeks of the school year. That's the absolute truth. As an English teacher, I'm not supposed to assign my students to read a full-length novel (I teach one anyway, but in the old days I would teach two or three per year.) I know teachers who are not teaching a novel at all this year, or who are only teaching excerpts from a Shakespeare play instead of the whole thing. (My classes are reading a full play.)

March 2019, p.49, kappanonline.org



The Character Education Resource Center's "Character Matters" Conference

Theme: Lessons for Your Classroom

Friday, June 28, 2019 (8:30am -3:00pm)

University of San Diego, School of Leadership & Education Sciences, Hill Hall

SPEAKER TOPICS

Leading with Purpose Through Authentic Relationship

Multidisciplinary Approaches: Civics, Civility and Active Engagement

The Mythic Journey of Huck and Miguel

WORKSHOP TOPICS

Why the Brain Likes Character Education

Ways to Incorporate Character in Literacy Classes

Conference Cost:

\$30 per individual

\$15.00 per student with a student ID

Registration Link :

<https://www.eventbrite.com/e/23rd-annual-character-education-conference-tickets-62600531876>

Sponsors:

Flying Leatherneck Historical Foundation www.flyingleathernecks.org

USD School of Leadership & Education Sciences, Division of Professional and Continuing Education

Donor – in memory of Georgia Belaire

Questions: Email us at character@sandiego.edu

