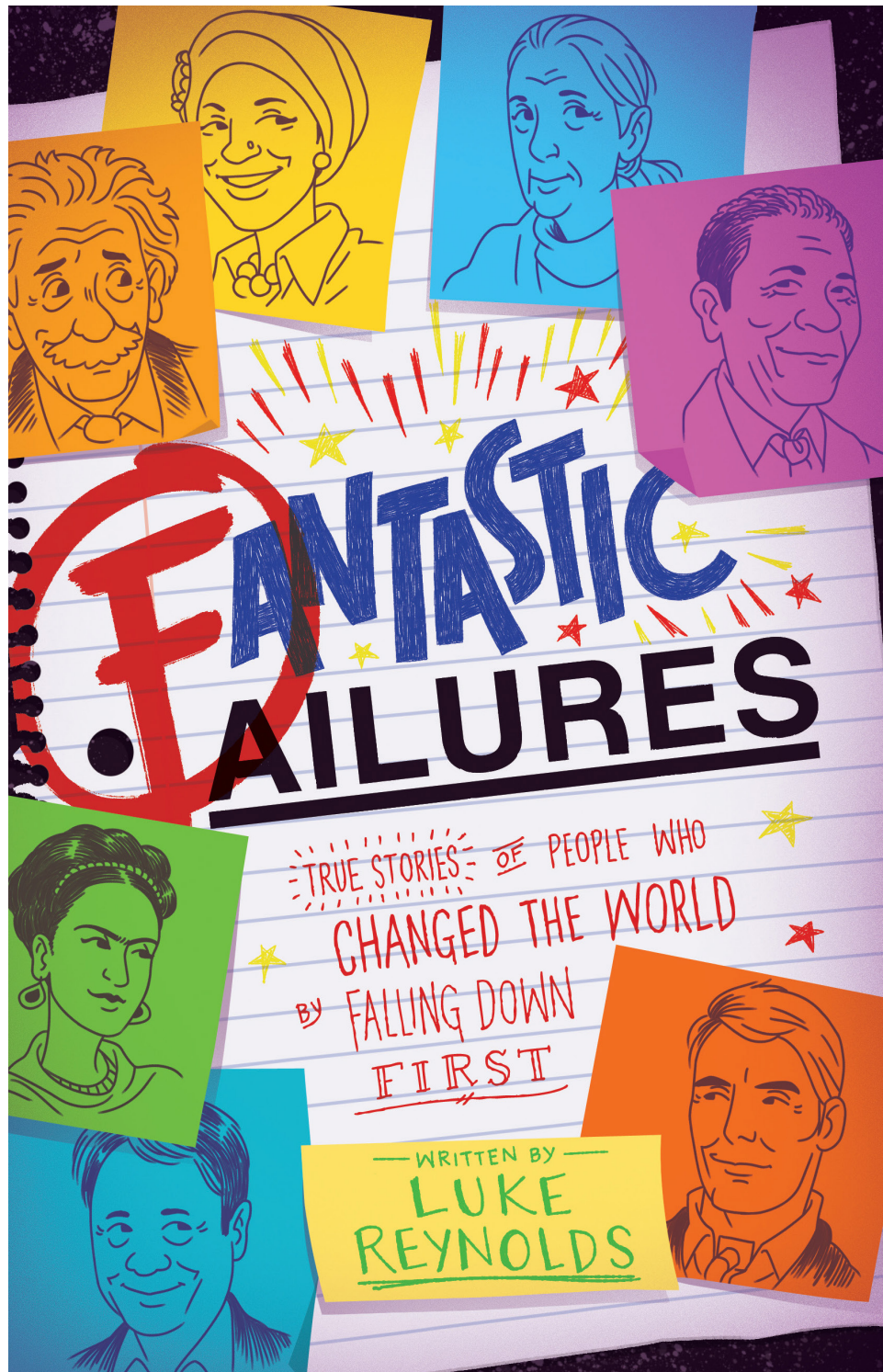


THE TEACHER'S GUIDE!





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THE TEACHER'S GUIDE

BEFORE YOU READ: ACTIVATE PRIOR KNOWLEDGE

An important step to reading is prereading—preparing our minds for the information we're about to receive. Guide your students through an exercise that gets them thinking about what they'll soon be learning more about.

Say to the class something along these lines:

Try and remember a time when you felt as though you totally failed. Or think about a time when you were rejected from something that you really wanted to do. Recall the situation and use as many details as you can. Who was involved? How did you find out? What did you do immediately afterward?



BEGIN AT THE VERY BEGINNING: READ ALOUD TO DO THE INTRO PROUD

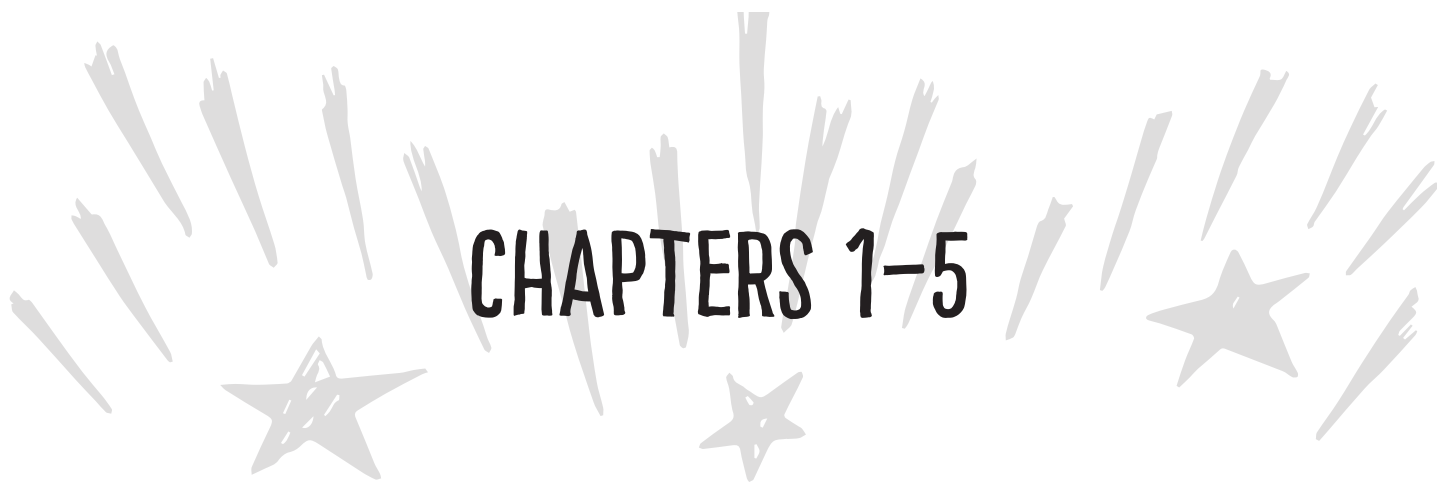
Now it's time to start *Fantastic Failures: True Stories of People Who Changed the World by Falling Down First* as a class.

Suggest to students:

With a partner, read aloud the introduction to *Fantastic Failures*. Trade off paragraphs. Try to practice using a clear voice and following along when it's not your turn.

After you're finished, compare and contrast yourself with the author, Luke, when he was in seventh grade. In what ways are you similar? How are you way different?

Have students construct a Venn diagram or a three-column T-chart to visually compare and contrast themselves and their experiences to the author's.



CHAPTERS 1–5

To understand the basis of this book, and to further explore the first five chapters, talk with students here about facts and their power to make us feel things.

ONE FACT TO RULE THEM ALL!

People’s lives are full of facts—so full that one book could not possibly hold all the facts about one person, let alone as many people as are profiled in *Fantastic Failures*. The author had to find and choose which facts to include about each person in the book. What is it like to start thinking about facts this way?

Tell students:

Find one fascinating fact about each of the five people profiled in chapters 1–5. A fascinating fact could be something that surprises you, makes you laugh or feel sad, or just sends that fluttering feeling right to your heart! Write down your fascinating fact for each person. Then choose one that is seriously, hands-down the most fascinating. Write why you think so.

Students can use the worksheet on the next page to collect their fascinating facts.



ACTIVITY: ONE FACT TO RULE THEM ALL!

Find one fascinating fact about each of the five people profiled in chapters 1–5. A fascinating fact could be something that surprises you, makes you laugh or feel sad, or just sends that fluttering feeling right to your heart! Write down your fascinating fact for each person. Then choose one that is seriously, hands-down the most fascinating. Write why you think so.

1. J. K. Rowling

Fact:

2. Nelson Mandela

Fact:

3. Ilhan Omar

Fact:

4. Seabiscuit

Fact:

5. Albert Einstein

Fact:

Most fascinating fact of all five facts?

Why?

ON THE BIG SCREEN

After we learn facts about people, we feel things about them or what they said. Their stories resonate with us. Do a multimedia exercise with your students:

After reading chapters 1–5, watch J. K. Rowling’s commencement speech at Harvard University in 2008.

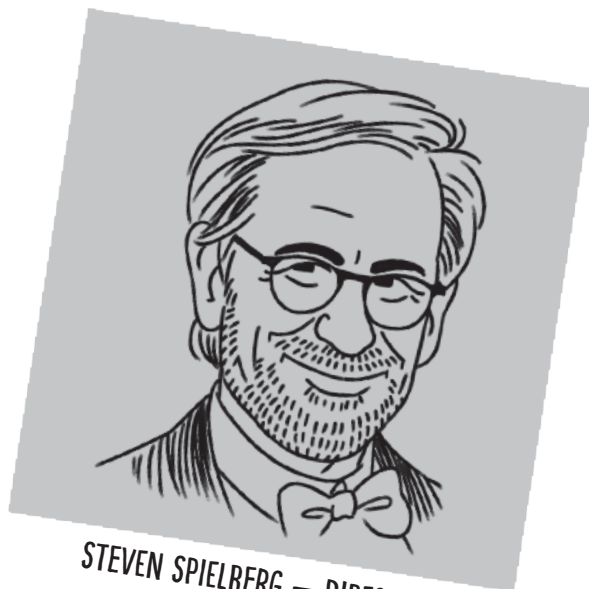
Afterward, have your students do a pair-share in which they explore the theme of her speech and what most resonates with each of them.



CHRISTOPHER REEVE — ACTOR



ZURIEL ODWOLE —
DOCUMENTARY FILMMAKER



STEVEN SPIELBERG — DIRECTOR



CHAPTERS 6–10

Now that students are familiar with the book, it's time to ask them to interact with it.

GREETINGS AND SALUTATIONS

Have students choose one of the five people profiled in these chapters and write a brief letter (two paragraphs) to that person. Ask students to consider:

What will you say?

What will you ask?

Can you share how you connect to that person's story in some way?

What would you love to know more about?

Tell students:

Include one of the sentences from that person's story as a quote in your letter. For example, you might choose a fascinating fact, like you did for the people in chapters 1–5, quote that line to let them know what you're talking about, and ask the person about that.



WHIP SHARE

It's time for each student to share what they've learned! Guide them through this:

Now that you've each crafted a letter to one of the people in chapters 6–10, find a sentence from your letter that you really like. We will do a share-out by having each person in class read their line aloud. Name the person to whom you wrote and then read your selected sentence. Once someone finishes reading their line, go ahead and read yours if you are next. It's whip-read time!



CHAPTERS 11–15

*At this point, your students have thought about curating facts and the power of facts.
Now it's time to wisely, thoughtfully conduct their own fact-finding missions.*

FIND FIVE

Say to students something like this:

Choose one of the people profiled in these chapters—or someone from one of the spotlights—and research that person further. We'll be using the computer lab or our iPads/laptops to conduct further research. Your goal is to find five new facts about the person. After each fact, list the source where you obtained the fact. Remember our rules and goals about how to find legitimate information on the web!

Record your five facts about your chosen person from chapters 11–15, along with the source. Be ready to share your facts with a partner during a pair-share after our research time.

Students can use the worksheet on the next page to collect their facts.



ACTIVITY: FIND FIVE

Choose one of the people profiled in these chapters—or someone from one of the spotlights—and research that person further. We'll be using the computer lab or our iPads/laptops to conduct further research. Your goal is to find five new facts about the person. After each fact, list the source where you obtained the fact. Remember our rules and goals about how to find legitimate information on the web!

Record your five facts about your chosen person from chapters 11–15, along with the source. Be ready to share your facts with a partner during a pair-share after our research time.

Profiled Person:

Fact #1:

Fact #2:

Fact #3:

Fact #4:

Fact #5:



CHAPTERS 16–20

By the middle of the book, your class should be ready for another video interlude, and they will be feeling even more comfortable discussing their “failures” with each other. Two compelling videos about shot-putter Michelle Carter (chapter 17) will spark a good class discussion.

SHARE OUT

After reading this group of chapters, watch two brief videos. The first is Michelle Carter’s inspiring shot put throw to win gold on her last chance in the 2016 Olympics. The second is a video in which Michelle and her family discuss her trouble with reading and her diagnosis of dyslexia and ADHD.

Video 1: <https://www.youtube.com/watch?v=gNbUJT6V72E>

Video 2: <https://www.youtube.com/watch?v=Y463P-Y4o18>

As a class, discuss:

What kinds of struggles do you face in school, sports, or other hobbies?

How do you face them?

Who supports you?

Students can use the worksheet on the next page to answer these questions.



ACTIVITY: SHARE OUT

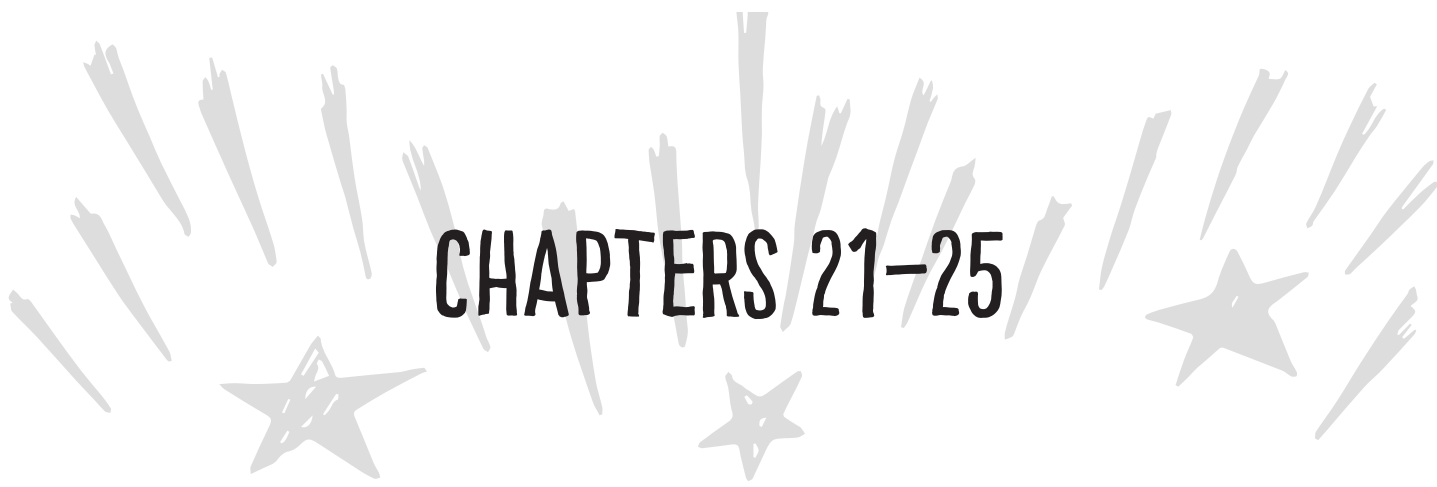
What kinds of struggles do you face in school, sports, or other hobbies? How do you face them?
Who supports you?

My struggles:

How do I face them?

Who is supporting me?





CHAPTERS 21–25

One of the most interesting attributes that the book reveals is the commonality that connects the diverse people profiled. We're ready to explore that now.

NOTICE THAT THEME

Discuss with students:

In this group of chapters, we meet people who have varied passions: math, science, politics, poetry, and cycling. What do you notice about when and how these people grew to find their passions? Were parts of their stories similar? Was it easy for them to do so? Were they confused?



MAKE IT REAL

Prompt students to construct a timeline for one of the people in this group of chapters:

Chart what inspired them to chase their passion by noting when each event happened. Then make your own life's timeline on the other side of the paper. Use any colors, tape, magazine clippings, and other materials that will help you artfully create your life's story so far!

Students can use the worksheet on the next page to chart the timelines of their chosen person.

ACTIVITY: NOTICE THAT THEME

In this group of chapters, we meet people who have varied passions: math, science, politics, poetry, and cycling. What do you notice about when and how these people grew to find their passions? Were parts of their stories similar? Was it easy for them to do so? Were they confused?

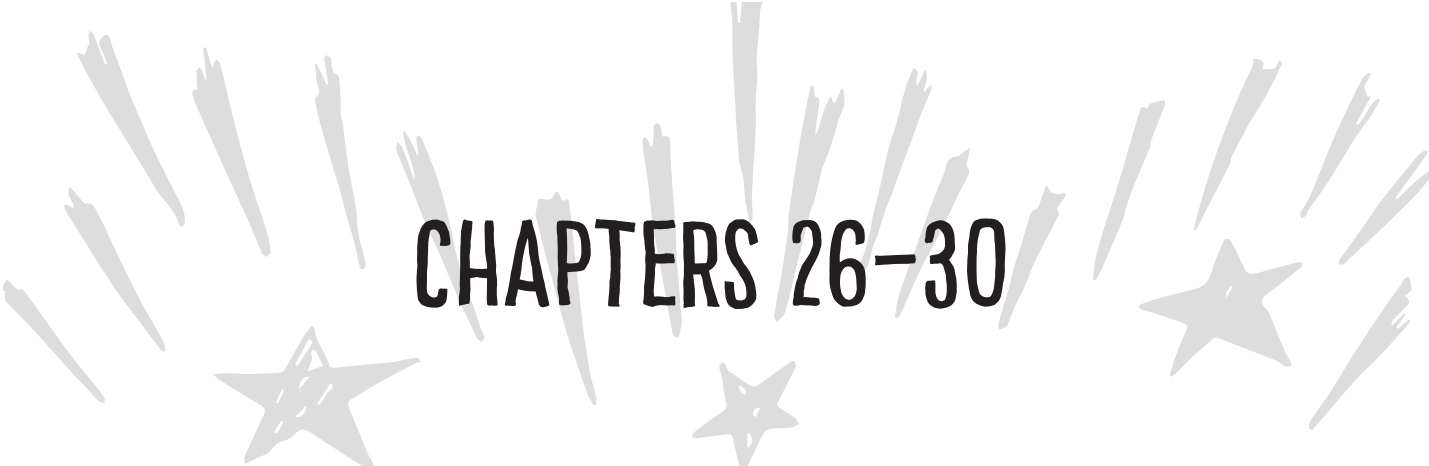
How/when did they find their passion:

Similarities between stories:

Difficulties faced:

Confusions faced:





CHAPTERS 26–30

Now's the time to expand on the letter-writing exercise from the unit on chapters 6–10!

FROM THE PAGE TO THE SCREEN

Tell students:

Choose one of the people profiled in these chapters and create a script for a conversation you would have with that person. If you could sit down and talk with the person over lunch, or a big heaping pile of candy, what would you say to each other? Write that conversation in the form of a script—as if from a scene of a movie!

When you are finished, act out your scene with a partner within your small groups.

Students can use the worksheet on the following page to create their scripts.

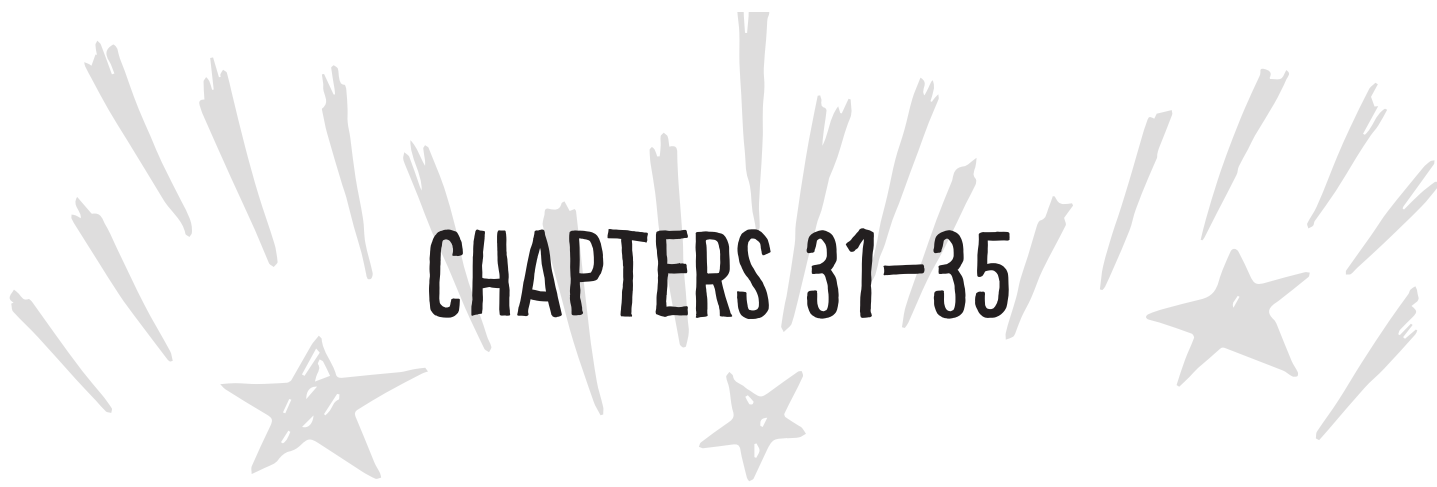


ACTIVITY: FROM THE PAGE TO THE SCREEN

Choose one of the people profiled in these chapters and create a script for a conversation you would have with that person. If you could sit down and talk with the person over lunch, or a big heaping pile of candy, what would you say to each other? Write that conversation in the form of a script—as if from a scene of a movie!

When you are finished, act out your scene with a partner within your small groups.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



CHAPTERS 31–35

One of the most interesting attributes that the book reveals is the commonalities that connect the diverse people profiled. We're ready to explore that now.

TRUE SUCCESS IS ALWAYS POSSIBLE

Watch “Pep Talk” by Kid President (aka Robby Novak) via this link:

<https://www.youtube.com/watch?v=l-gQLqv9f4o>

Afterward, ask students:

Share-out one meaningful moment for you. Take a minute to write it down, and then we'll do a whip-share.

As you read this group of chapters, think about what success really means. Remember what you've learned from all the chapters we've read and explored. Also look at the portfolio of cool ideas you've had and work you've created. Using that as a guide, write down what success means to you.



AFTERTHOUGHTS AND LEARNING EXTENSIONS

There are lots of projects, bigger and smaller, that your students can work on for extra learning opportunities and further creative experiences.

LEARNING EXTENTIONS

- Find a new fantastic failure and write an additional chapter for the book.
- Write a letter to the author, Luke Reynolds, and send it to him at LWReynolds@gmail.com. Suggest a person you think would be a great fantastic failure and why, ask him a question, or share a failure or story from your own life.
- Find a full-length biography or autobiography of one of the people in the book whom you'd like to learn more about.
- Make a list of your top five favorite quotes from the quote highlights in the book.
- Choose one of your favorite quotes from the book and transform it into word art using colors, clippings, and all the creative materials you can find!
- Write an anonymous note to someone who personifies some of the examples in this book. Encourage them to keep striving.

