Teacher Notes:

- This could easily be a partner project if you think it is too much for individual second graders.

- A book like Beautiful Oops could be used to introduce it.

- Ideas for products that students could look up can be found in Mistakes that Worked or one of the Aaseng books. I have used these books many, many times. It started with the problem-solving unit and the projects associated with that. **You may want to screen them a little for ones that do not fit this project format well.** Most of the Aaseng books are at a very readable level for 2nd graders. One or two may be a little harder. The public library has all of them, and more than one copy of some. Most appear to be out of print but available used on Amazon.

- Another idea if time is a factor, or if the “writing a chapter” part is too overwhelming: just have them do the planner and then do a presentation (like those suggested) that is part of a “Public Service Announcement” or video that promotes perseverance and overcoming obstacles.

- You could choose to assess the reflection for Standard 9: Self Reflection and/or Relationships and Connections.

- You might also introduce students to the ideas of “Glows” and “Grows” to help them begin to assess other students’ work. They also might be asked to look for a specific element of creativity in the projects/presentations.
You have been asked to write a chapter in a book entitled “Mistake? or Serendipity?”. Your chapter will be all about a product/process/material that was the result of a mistake or that was considered a failure at some point.

In addition to the chapter, the publishing company requires you (and all the other co-authors) to go on a book tour promoting the book. For this tour, each author must present the information in his/her chapter in an original and creative way. You will NOT just read your chapter to the audience.

Some ideas for your presentation:
- Write and present a puppet show or skit to present your written information—from the point of view of the invention.
- Write a song and perform it to share your chapter.
- Do a skit where 2 or 3 of the inventors of the projects meet and discuss their difficulties and triumphs.

These are just ideas to get you thinking in the right direction. Notice that none of them involve reading the chapter to the audience. Any other creative idea may be discussed with your teacher.

I will be studying ____________________________ for my chapter.

Most of the planning and work on this project will be done in class. However, if you are having trouble finding information here, you may wish to use resources from your public library or have your parents help you search the Internet. You also may need to bring materials from home, depending on your choice of project. You also may need to do some work at home if you are behind on some part of the project.

Student Name ______________________________

Parent signature ___________________________

Projects will be presented: _____________________________
Mistake? Or Serendipity?

Planner

Describe the product/process/material you researched.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Who was involved in the development?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How long did it take?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What obstacles or mistakes happened along the way to its development and how were these overcome? How did they affect the ultimate creation of the product/process/material?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Was it ever considered a failure and abandoned for a time? If so, what got people interested again?

Did the original inventors/innovators make money? Who benefits now? Explain.

What would the world be like without it? This might include other products/processes/materials that depend on this one, what people would use/do instead, and the effects of this change.

Be thinking of these as you write:
- a clever, creative title
- a good “hook” so that your reader’s attention is focused on your work
- a solid conclusion to your chapter
- mechanics of writing
Name ___________________________________

Reflections

What surprised you about your product, material or process? Why?
__________________________
__________________________
__________________________
__________________________

Which other project was most interesting? Why?
__________________________
__________________________
__________________________
__________________________

Is there a point where an engineer should just give up after setbacks? How should a person decide? What factors would influence this decision?
__________________________
__________________________
__________________________
__________________________

Which Target standards does this project address? In what way?
__________________________
__________________________
__________________________
__________________________
How do you think this activity will impact your reaction to the next mistake or challenge you face?
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Surface features</th>
<th>Use of Visuals/Props</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☺ Much accurate information; good details regarding product/process/material and obstacles faced/overcome</td>
<td>☺ Excellent spelling, grammar, punctuation, handwriting, capitalization</td>
<td>☺ Fully integrated into presentation; enhances understanding of person’s accomplishments</td>
<td>☺ Speaking at appropriate volume and rate; good eye contact</td>
</tr>
<tr>
<td>☺ Moderate amount of information, mostly accurate; some details regarding product/process/material and obstacles faced/overcome</td>
<td>☺ Mostly correct spelling, grammar, punctuation, handwriting, capitalization</td>
<td>☺ Related to person, but; just decorative or “extra”</td>
<td>☺ Speaking at mostly appropriate volume and rate; some expression; some eye contact</td>
</tr>
<tr>
<td>☺ Not enough information and/or inaccurate information; few details regarding product/process/material and obstacles faced/overcome</td>
<td>☺ Poor spelling, grammar, punctuation, handwriting, capitalization</td>
<td>☺ Little relation to person or presentation</td>
<td>☺ Speaking too quietly or loudly; too fast or slowly; little expression; little eye contact</td>
</tr>
<tr>
<td><strong>Surface features</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☺ Excellent spelling, grammar, punctuation, handwriting, capitalization</td>
<td>☺ Fully integrated into presentation; enhances understanding of person’s accomplishments</td>
<td>☺ Speaking at appropriate volume and rate; good eye contact</td>
<td></td>
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<td>☺ Poor spelling, grammar, punctuation, handwriting, capitalization</td>
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<td>☺ Speaking too quietly or loudly; too fast or slowly; little expression; little eye contact</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge of Content</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☺ Presenter showed thorough knowledge of content; did not read directly from cards or notes</td>
<td>☺ Presenter knew content fairly well; did not read directly from cards or notes</td>
<td>☺ Presenter showed little evidence of knowing content or read directly from cards or notes</td>
<td></td>
</tr>
<tr>
<td><strong>Introduction and Conclusion</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☺ Introduction and conclusion are interesting and clever</td>
<td>☺ Creative and original</td>
<td>☺ Presenter showed thorough knowledge of content; did not read directly from cards or notes</td>
<td></td>
</tr>
<tr>
<td>☺ Introduction and conclusion somewhat interesting and clever</td>
<td>☺ Somewhat creative and original</td>
<td>☺ Presenter knew content fairly well; did not read directly from cards or notes</td>
<td></td>
</tr>
<tr>
<td>☺ Introduction and conclusion very ordinary</td>
<td>☺ Not creative or original; little effort shown</td>
<td>☺ Presenter showed little evidence of knowing content or read directly from cards or notes</td>
<td></td>
</tr>
</tbody>
</table>