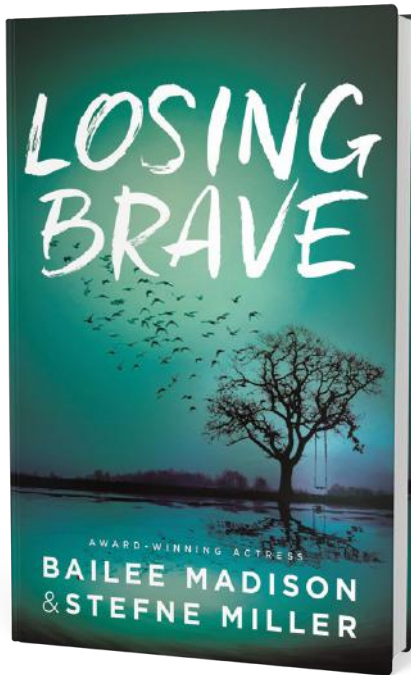


EDUCATOR'S GUIDE

LOSING BRAVE

by BAILEE MADISON & STEFNE MILLER



From award-winning actress Bailee Madison and Reader's Choice Award Finalist Stefne Miller, comes *Losing Brave*. More than a year has passed since seventeen-year-old Payton Brave's twin sister went missing; and Payton, in her desperate attempt to hold on to what's left of Dylan's memory, is starting to crack.

Lost in the mystery and turmoil of her sister's disappearance, Payton must overcome the aftermath of being the one left behind. She's unable to remember even the smallest piece of what happened the day Dylan vanished. When sudden and reckless outbursts throw her from the graces of popularity to the outskirts of high school society, her new status attracts a crowd of friends she never anticipated—including a troubling romance with her sister's boyfriend, Cole.

New clues unearth about the circumstances of her disappearance when another missing girl's body is recovered from a nearby lake, the victim's features

eerily similar to Dylan's. The more Payton pries open the clenches of her blocked memories, yielding to her need to know what happened, the further down the path of danger she goes. The darkness around her sister's disappearance grows and the truth becomes more and more unbearable. And what she finds might just cost her her life.



BAILEE MADISON

American teen actress Bailee Madison first found success as May Belle Aarons in Disney's film adaptation of the much-loved children's book *Bridge to Terabithia*. Bailee has worked with a number of the industry's biggest stars and, at only sixteen years of age, has established an impressive resume with roles in more than eighteen films and twenty-two television series, currently starring in the Hallmark Original Series *Good Witch*.

bailee-madison.org



STEFNE MILLER

Stefne Miller started writing in 2009, and within five years wrote eight novels; of those, she self-published three. In 2010, Stefne was a Top 15 Finalist in the Goodreads.com Reader's Choice Awards in the category of Debut Author. Stefne now writes full time and has several projects in development, including two film scripts, a nonfiction book, and a new Young Adult trilogy. She lives in Edmond, OK, with her husband and three sons.

stefnemiller.com

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Guide created by Kathryn Elise Barnett, a high school English teacher with a BA of English from the University of Georgia and a MA of Secondary English Education from Piedmont College.

PRE-READING QUESTIONS

Before reading the novel, discuss these questions with your students. It may be helpful to have your students record their thoughts in order to allow them to reflect when they finish reading the novel.

1. Define components of mystery and suspense in a bulleted list.
[CCSS.ELA-LITERACY.RL.9-10.4; CCSS.ELA-LITERACY.L.9-10.4]
2. Define the five components of a plot diagram.
[CCSS.ELA-LITERACY.RL.9-10.5; CCSS.ELA-LITERACY.L.9-10.4]
3. Discuss elements of people's personalities that are distinct and unique.
[CCSS.ELA-WRITING.W9-10.2; CCSS.ELA-LITERACY.SL.9-10.1]
4. Think as though you are a detective and list out the steps you would take in a missing person's case, where the missing person is your friend. Consider: Who would you interview? Who would be your likely suspects? What evidence would you expect to find?
[CCSS.ELA-WRITING.W9-10.2]
5. Describe friendships you have with people in your life. Consider what formed those friendships and what it would take to break those friendships.
[CCSS.ELA-WRITING.W9-10.2]

POST-READING QUESTIONS

After reading the novel, discuss these questions with your students. If you had your students record their responses to the pre-reading questions, then have them review their responses and respond to the following post-reading questions on the same sheet of paper.

1. List the theories about what could have happened to Dylan that swirled through your mind while you were reading.
[CCSS.ELA-LITERACY.RL.9-10.1; RL.9-10.3; CCSS.ELA-WRITING.W9-10.2; W9-10.9]
2. Discuss how the structure of the story builds suspense. Think specifically about the timeline and the way the author incorporated flashbacks.
[CCSS.ELA-LITERACY.RL.9-10.1; RL.9-10.5; CCSS.ELA-WRITING.W9-10.2; W9-10.9; CCSS.ELA-LITERACY.SL.9-10.1]
3. Describe how the author builds Poe's character as a transitional piece between Payton's personality and Dylan's personality. Explain how this decision by the author builds tension.
[CCSS.ELA-LITERACY.RL.9-10.1; RL.9-10.3; RL.9-10.5; CCSS.ELA-WRITING.W9-10.2; W9-10.9]
4. Explain why you think Cole chose to stay silent despite what he suspected. Debate whether you think he should have done so.
[CCSS.ELA-LITERACY.RL.9-10.1; RL.9-10.3; CCSS.ELA-WRITING.W9-10.1; W9-10.9]
5. Consider why Brody chose to hang Payton's necklace under the dock for Dylan to find. Discuss the symbolism of the necklace.
[CCSS.ELA-LITERACY.RL.9-10.1; RL.9-10.3; RL.9-10.4; CCSS.ELA-WRITING.W9-10.2; W9-10.9]

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6. Debate whether you think Joshua deserved to be legally punished for the way he chose to harass Payton after she refused to date him.

[CCSS.ELA-LITERACY.RL.9-10.1; RL.9-10.3; CCSS.ELA-WRITING.W9-10.1; W9-10.9; CCSS.ELA-LITERACY.SL.9-10.1]

7. Consider the examples of friendship in the novel: Starr and Payton, Payton and Dylan, Dylan and Misty, Payton and Cole. Compare and contrast these relationships to relationships you have with your friends.

[CCSS.ELA-LITERACY.RL.9-10.1; RL.9-10.3; CCSS.ELA-WRITING.W9-10.1; W9-10.9]

8. Describe how the tone of the novel changes as Payton evolves to Poe who ultimately realizes she was Dylan.

[CCSS.ELA-LITERACY.RL.9-10.1; RL.9-10.3; RL.9-10.4; CCSS.ELA-WRITING.W9-10.2; W9-10.9; CCSS.ELA-LITERACY.SL.9-10.1]

3. Research the effect losing a twin can have on the surviving twin. Summarize the information you find and discuss how it applies to the events in the story.

[CCSS.ELA-LITERACY.RL.9-10.1; RL.9-10.3; CCSS.ELA-LITERACY.RI.9-10.1; W9-10.9]

4. Thinking as though you are detective, write a closing report for the missing person's case in this story summarizing the events leading to not only Payton's death, but also to Dylan realizing what happened.

[CCSS.ELA-LITERACY.RL.9-10.1; RL.9-10.5; CCSS.ELA-WRITING.W9-10.2; W9-10.9]

5. Write a follow-up chapter to the book dated one year later through Dylan's viewpoint describing how her life has changed.

[CCSS.ELA-LITERACY.RL.9-10.1; RL.9-10.3; CCSS.ELA-WRITING.W9-10.3; W9-10.9]

ACTIVITIES

Students may complete the following activities while reading or after reading the novel.

1. Create a plot diagram for the novel.

[CCSS.ELA-LITERACY.RL.9-10.1; RL.9-10.5; CCSS.ELA-WRITING.W9-10.9]

2. Create a visual representation of the protagonist in the story. Specifically incorporate details representative of the three different personalities she embodies. Explain why you chose to represent the protagonist in the way you did referencing specific symbols you included in your visual representation.

[CCSS.ELA-LITERACY.RL.9-10.1; RL.9-10.3; CCSS.ELA-WRITING.W9-10.2; W9-10.9]