

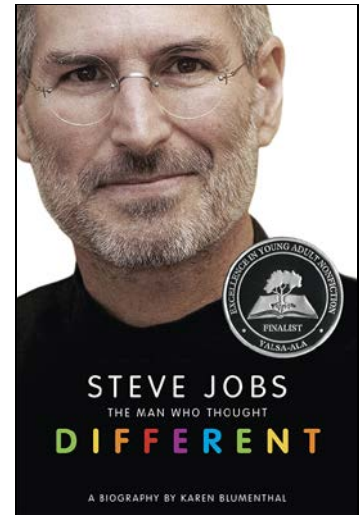
Discussion Guide

Steve Jobs: the Man Who Thought Different

by Karen Blumenthal, 2012, Feiwei & Friends

BOOK SYNOPSIS

"From the start, his path was never predictable. Steve Jobs was given up for adoption at birth, he dropped out of college after one semester, and at the age of twenty-one, he created Apple in his parents' garage with his friend Steve Wozniak. Quickly rising to the top of his industry, Jobs pushed all boundaries and cultivated what became the intrinsic hallmark of his genius – his perfectionism, taste, and design style. But soon after success, Jobs was fired from the top spot of his own company. Finding himself a beginner again, Jobs entered into one of the most creative periods of his life. Through Pixar, the iPod, and the iPhone, Jobs revolutionized the major industries of movies, music, and phones. An avid seeker of disciplines of the mind and body, he battled cancer for nearly a decade, became the ultimate CEO, and made the world want every product he touched.



Critically acclaimed author Karen Blumenthal takes us to the core of this complicated and legendary man while simultaneously exploring the evolution of computers. Illustrated throughout with black-and-white photos, this is the story of a man who changed the world."

ABOUT KAREN BLUMENTHAL

"Ole Golly told me if I was going to be a writer I better write down everything ... so I'm a spy that writes down everything." —*Harriet the Spy*, Louise Fitzhugh

Like Harriet M. Welsch, the title character in *Harriet the Spy*, award-winning author Karen Blumenthal is an observer of the world around her. In fact, she credits the reading of *Harriet the Spy* as a child with providing her the impetus to capture what was happening in the world around her and become a writer herself. Like most authors, Blumenthal was first a reader and an observer. She frequented the public library as a child and devoured books by Louise Fitzhugh and Beverly Cleary. She says as a child she was a "nerdy obnoxious kid with glasses" who became a "nerdy obnoxious kid with contacts" as a teen. She also loved sports and her hometown Dallas sports teams as a kid and, consequently, read books by sports writer, Matt Christopher, who inspired her to want to be a sports writer when she grew up.



In college, thinking she might major in accounting, Blumenthal spent time at the campus newspaper office, which renewed her interest in writing and journalism. Eventually, she majored in economics at Duke University, and went on to earn an MBA from Southern Methodist University. She combined her interests in business and writing working for the *Wall Street Journal*, and has been a journalist for over twenty-five years. Blumenthal has shared her expertise through appearances on the *Today Show*, *ABC World News Tonight*, and the *Nightly Business Report*.

Passionate about the importance of nonfiction reading and writing for young people, Blumenthal says, "...I believe in its ability to help us understand the bigger picture things and all of the information that swirls around us every day." She has written several nonfiction books for teens and adults. In an address to middle schoolers as part of the 2012-13 Spirit of Texas Middle School Reading Program she said, "I'm quite fascinated by true stories. I always think they're so interesting, sometimes more interesting than what you can make up." Blumenthal demonstrates this enthusiasm in her writing of nonfiction for young people.

She and her husband have two daughters and live in Dallas where they are great fans of their hometown sports teams. As an ardent advocate for public libraries, Blumenthal serves on the Friends of the Dallas Public Library board.

ADDITIONAL BOOKS BY KAREN BLUMENTHAL

Six Days in October: The Stock Market Crash of 1929 (2002)

Let Me Play: The Story of Title IX: The Law That Changed the Future of Girls in America (2005)

Grande Expectations: A Year in the Life of Starbucks' Stock (2007)

The Wall Street Journal Guide to Starting Your Financial Life (2009)

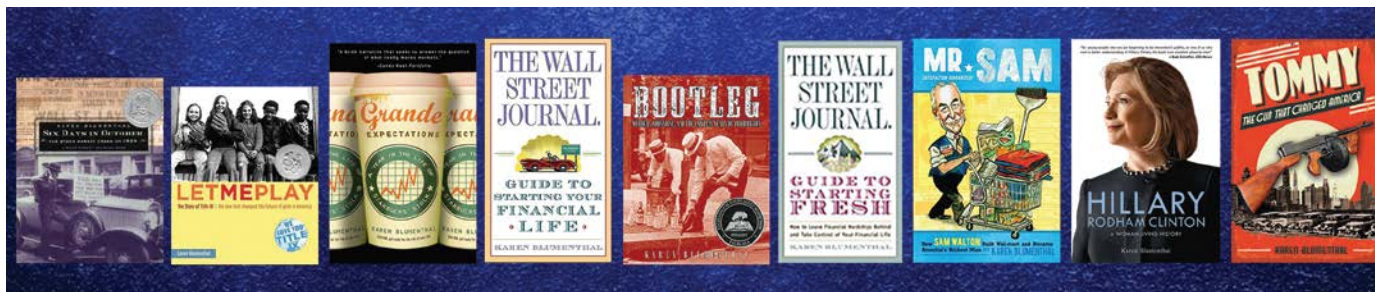
Bootleg: Murder, Moonshine, and the Lawless Years of Prohibition (2011)

The Wall Street Journal Guide to Starting Fresh (2011)

Mr. Sam: How Sam Walton Built Wal-Mart and Became America's Richest Man (2011)

Tommy: The Gun That Changed America (2015)

Hillary Rodham Clinton: A Woman Living History (2016)



Visit Karen Blumenthal's website: <http://www.karenblumenthal.com/>

A NOTE FOR TEACHERS: The following questions and activities support the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

BEFORE YOU READ

1. *Steve Jobs: The Man Who Thought Different* is an example of a **nonfiction** text, specifically a **biography**. Define "nonfiction" and "biography."
2. Begin by examining the **cover**, both inside and out, of *Steve Jobs: the Man Who Thought Different*. Based on what you see and read on the cover, what are your expectations before you begin reading? Respond to the title of the book. Share with your group what you already know about Steve Jobs, the man whose life is explored in this **biography**. As you read, think about each of the words on the back cover of the book used to describe Jobs. ("Iconoclast. Inventor. Visionary. Genius. Adopted. Dropout. Fired."). Discuss the meaning of these words with your group members. If you aren't sure of the meaning of any of these words, look them up in an online dictionary such as Merriam-Webster. As you read, look for examples of ways in which these words capture who Jobs was. <http://www.merriam-webster.com/>

3. On page 299 you will find a **glossary** of terms used in *Steve Jobs: the Man Who Thought Different*. What terms do you confidently know the meaning of? Make a list of terms that are unfamiliar to you. As you read, try to figure out the meaning of these words from the **context** in which they are used. If you still can't figure out the meaning of the word, use an online dictionary such as Merriam-Webster to look up and define the term. <http://www.merriam-webster.com/>
4. In 2009, Steve Jobs was named the “**CEO of the Decade**” by *Fortune* magazine. (p. 255). As you read, *Steve Jobs: the Man Who Thought Different*, gather evidence that supports or negates the bestowal of this title.
5. What do you feel are the qualities of a good **leader**? Once you have compiled an individual list, come together as a group, discuss your ideas, and then come up with a group list of the five most important characteristics of an effective leader. There are many lists available online for you to compare and contrast to your own ideas. For instance, the five traits discussed in this piece from the Search Inside Yourself Leadership Institute might give you some ideas:
<https://siyli.org/what-is-leadership-what-makes-good-leader/>
6. Author Karen Blumenthal is known for her exceptional, thorough, and unbiased **research**. Browse the bibliography of resources at the end of *Steve Jobs: the Man Who Thought Different*. What is the difference between a **primary resource** and a **secondary resource**? Look for examples of each as you read the book.

AFTER YOU READ

1. Author Karen Blumenthal organizes *Steve Jobs: The Man Who Thought Different* using a **commencement speech** that Jobs gave in 2005 at Stanford University. Begin by reading or listening to the entire speech. Jobs organized his speech into three stories, as does Blumenthal in *Steve Jobs: The Man Who Thought Different*. Summarize the three key messages found in both his speech and the book: 1. connect the dots, 2. love and loss, and 3. death.
<https://news.stanford.edu/2005/06/14/jobs-061505/>
2. See the list of individuals below whom Blumenthal tells us Jobs most **admired** in his life, people he considered **heroes**. Choose one of these individuals to research. What qualities did this individual possess that Jobs might have admired? What qualities did Jobs have in common with this individual? Do you agree that this individual is worthy of admiration? Share what you learn with your group. Name an individual (living or dead) whom you admire. List some of the qualities that you find admirable in this individual.
 - Thomas Edison
 - Henry Ford
 - Bill Hewlett
 - Edwin Land
 - Albert Einstein
 - Akio Morita
 - Kobun Chino
3. We learn on pages 8-9 that Jobs was given up for **adoption**. The first couple who were going to adopt him changed their mind, and then Paul and Clara Jobs agreed to adopt him. When a little girl later asked a

young Jobs, “So does that mean your real parents didn’t want you?” (p. 10), Jobs more clearly understood what “adoption” meant. Explore the impact that Jobs’ adoption had on the person he became.

4. Jobs was lucky to have several **adults** in his life who showed a special interest in him and helped to shape the person he became, such as his fourth grade teacher Imogene “Teddy” Hill (pp. 12-3) and Hewlett-Packard Company engineer Larry Lang (pp. 17-8). What influence did these individuals have on him? Name an adult, other than your parents, whom you feel has had a positive impact on you. What admirable qualities does this individual possess? In what ways did he or she influence your life?
5. In middle school Steve Jobs was **bullied** to the point that he refused to return to the school where the bullying occurred. (p. 14) What impact did these events have on Jobs and the person he eventually became? Jobs is just one example of an individual who went on to achieve great things, despite being bullied by his peers in school. Women’s Strawweight Ultimate Fighting Championship competitor, and Dancing with the Stars finalist, Paige VanZant, recently told a similar story. Because of brutal bullying by her high school peers, her family was forced to move. Bullying is an issue for many teens. Visit the Stop Bullying website (<http://www.stopbullying.gov>). Look for a definition of bullying under the “What Is Bullying” tab. Describe a time when you have been the victim of, the perpetrator of, or a witness to bullying. How did you respond to the situation? What can you personally do to stop bullying? Check out the “What You Can Do” tab at the Stop Bullying website for ideas.

<http://www.ufc.com/news/UFC-191-Paige-VanZant-overcomes-bullies-to-become-rising-MMA-star>

6. Joanne Schieble, Jobs’ birth mother, insisted that whoever adopted her son have a **college** education. Why do you think Schieble might have been so insistent that her son’s parents be college educated? Though Clara and Paul Jobs did not have college educations, they promised that their son would go to college. Despite their modest income, they scrimped and saved to send their son to college. Trace and discuss with your group Jobs’ college career. If you remember, he discussed his college education in his commencement speech to Stanford graduates. Is a college education a necessity for all Americans? Why or why not? Go to the ProCon.org website (<http://college-education.procon.org/>) and read the section on the pros and cons of a college education. Then look at the section entitled, “Top 10 Wealthiest Americans with and without College Educations.” Debate with your group the issue of whether or not a college education is a necessity for all Americans.

<http://college-education.procon.org/view.resource.php?resourceID=005443>

7. Though Jobs did not complete his college **education**, one could not call him “uneducated.” Instead, he was “educated” in ways that were not traditional throughout his life. Discuss the “nontraditional” places and ways in which Jobs was either self-educated or educated by others. On page 50, Blumenthal tells us that Jobs believed in, “the power of intuition and experiential wisdom.” Were these methods successful? Does the current educational system meet the needs of various types of learners, especially the needs of “exceptional” students? Should schools be required to provide programming that meets the needs of “gifted” learners? Explain.

Now read one person’s opinion on the subject at:

<http://schoolsofthought.blogs.cnn.com/2012/11/14/ten-myths-about-gifted-students-and-programs-for-gifted/>

Effective researchers begin by **evaluating the quality of the resource** they are consulting. Look at the following article for ideas about evaluating the reliability of a website:

<http://www.educatorstechnology.com/2014/04/the-5-elements-students-should-look-for.html>

Then explore the “School of Thought” webpage, first, to evaluate the reliability of the source (both the website and the writer). Then read the piece and summarize the writer’s opinion on the questions: Does the current educational system meet the needs of various types of learners, especially the needs of “exceptional” students? Should schools be required to provide programming that meets the needs of “gifted” learners?

8. Jobs saw a desktop computer for the first time in his life in the late 1960s. (p. 18-9) By that time Jobs, a “Baby Boomer,” was a teenager. Members of the Baby Boomer **generation** witnessed the development of personal computers, the World Wide Web, Smartphones, and tablets. Today’s teens, members of “Generation Z” or the “Digital Generation,” have never been without these technologies.

<http://www.marketingteacher.com/the-six-living-generations-in-america/>

Take a look at “The Six Living Generations in America,” which explores the characteristics of each of these six generations. List some individuals whom you know who belong to each of these generations. Assign each member of your group one of these six generations to explore. Do a personal interview with a member of that generation (**a primary resource**) and discuss with this individual the “technologies” that were available to him or her as a teen. Then discuss their use of technology today. Take a look at the table below (**a secondary resource**), which is based on research done by the Pew Research Center. Where would the individual whom you interviewed be found on this table? Report your findings back to the group.

<http://www.pewinternet.org/2011/02/03/generations-and-their-gadgets/>

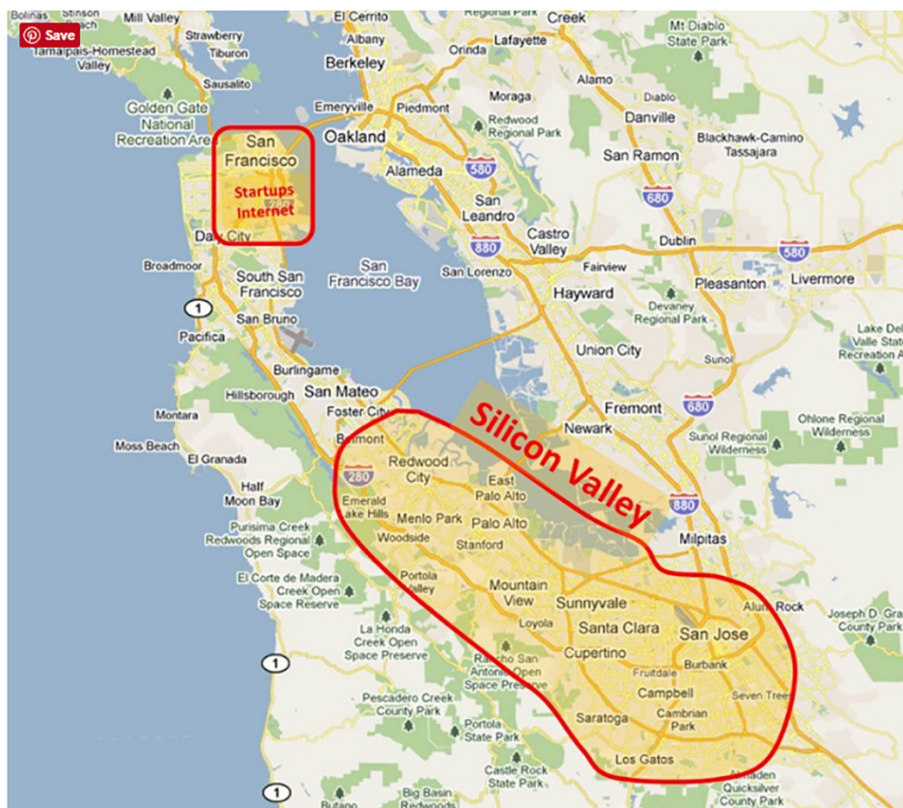
% of American adults in each generation who own each device

	Millennials (Ages 18-34)	Gen X (35-46)	Younger Boomers (47-56)	Older Boomers (57-65)	Silent Gen. (66-74)	G.I. Gen. (75+)	All adults (18+)
Cell phone	95	92	86	84	68	48	85
Desktop computer	57	69	65	64	48	28	59
Laptop computer	70	61	49	43	30	10	52
iPod/MP3 player	74	56	42	26	16	3	47
Game console	63	63	38	19	8	3	42
e-Book reader	5	5	7	3	6	2	5
Tablet, like iPad	5	5	4	3	1	1	4
None of these	1	3	8	8	20	43	9

Source: Pew Research Center's Internet & American Life Project, August 9-September 13, 2010 Tracking Survey. N=3,001 adults 18 and older, including 1,000 reached via cell phone. Interviews were conducted in English (n=2,804) and Spanish (n=197).

9. Why was it fortuitous that Steve Jobs happened to grow up in the Santa Clara Valley area of California, which would later become known as **Silicon Valley**? Do some research on the history of the Silicon Valley. Check out the Silicon Valley Historical Association's site for students. Note the video featuring Steve Jobs talking about failure under the "Entrepreneurs" tab.

<http://www.siliconvalleyhistorical.org/silicon-valley-for-students>.



(From: <http://factmyth.com/factoids/venture-capital-helped-create-silicon-valley-and-startup-culture/>)

10. Though Jobs was not particularly **religious** (he said he was "fifty-fifty on believing in God" - p. 260), he was **spiritual**. He often thought about and discussed big ideas, "...Who are we? What is it all about? What does it mean?" (p. 21) Give examples from *Steve Jobs: The Man Who Thought Different* of big questions Jobs pondered throughout his life and the ways in which he sought the answers to these questions. Do you consider yourself a religious and/or spiritual individual? Explain. What are some of the big philosophical questions that you find yourself struggling with? (Is there a God? What happens when you die? What is right and what is wrong? Do we have free will or are our lives pre-destined?) Discuss some of these questions and ideas with your group members.
11. The idea of **friendship** was an interesting and complex aspect of Jobs' life. Discuss his relationships with, and his treatment of, "friends" like Bill Fernandez, Steve Wozniak, Daniel Kottke, Mike Scott, and John Sculley. Some felt that when it came down to it, Jobs was really only concerned about himself. Discuss examples from *Steve Jobs: the Man Who Thought Different* that prove or negate this statement. What is your idea of what makes a good friend? Do you feel that you could have been a friend with Steve Jobs? Discuss.

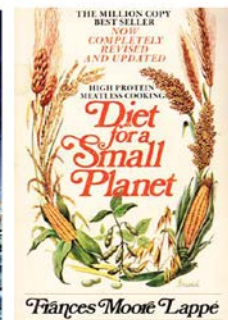
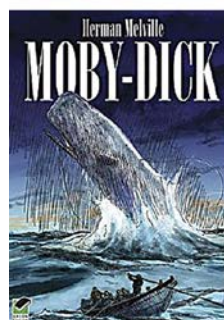
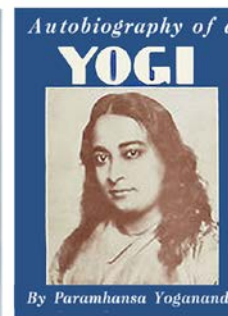
12. Define the word “**genius**.” Is a genius someone with an IQ over 120? Is it someone who is “exceptional” in some way? Are there different types of genius? Explain how Jobs did or did not fit your definition of “genius.” If we consider someone a genius, do we allow them certain behaviors that we might not allow others?
13. Jobs considered Edwin Land a hero because he sought, “to stand at the intersection of art and science.” (p. 129) Discuss the ways in which Jobs was both an artist and a scientist. Why is it important for us to be exposed to **great works of literature, art, music, and dance**, as Jobs was? Do you feel that classes in each of these areas of the arts should be required offerings in public schools? Why or why not? Here is one teen’s opinion:

http://www.huffingtonpost.com/murray-rosenbaum/should-the-arts-be-requr_b_6640194.html.

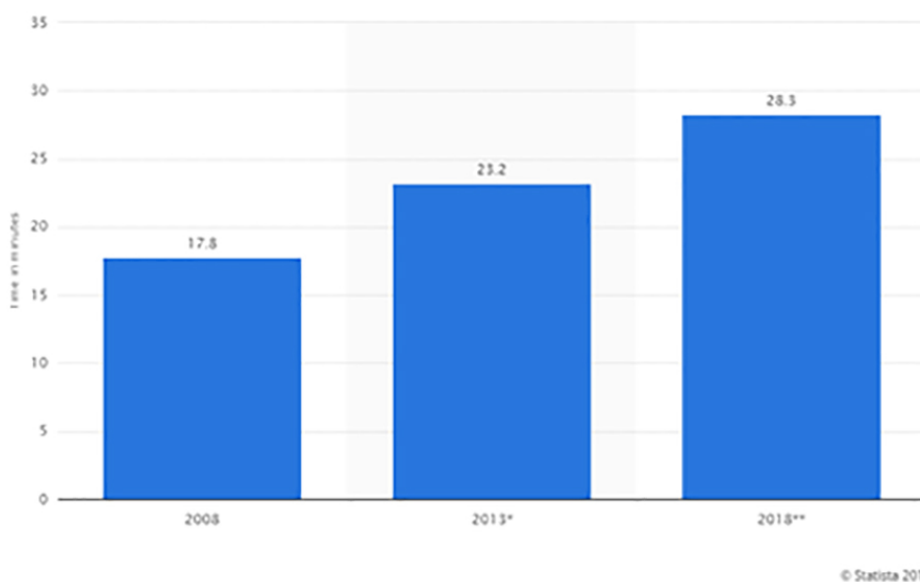
Discuss the ways in which you agree or disagree with Murray Rosenbaum.

Choose one of the works of art or artists below that had an impact on Steve Jobs while he was growing up. Research this individual and share your findings with the group.

- William Shakespeare and his works
- *Moby-Dick* by Herman Melville
- Dylan Thomas and his works
- *Diet for a Small Planet* by Frances Moore Lapp
- *Be Here Now* by Richard Alpert
- *Autobiography of a Yogi* by Paramahansa Yogananda
- *Cosmic Consciousness* by Richard Maurice Bucke
- *Cutting Through Spiritual Materialism* by Chogyam Trungpa
- *Meditation in Action* by Chogyam Trungpa
- *The Mucusless Diet Healing System* by Arnold Ehret
- *Rational Fasting* by Arnold Ehret
- *Zen Mind, Beginner’s Mind* by Shunryu Suzuki
- *1984* by George Orwell
- fashion designer, Issey Miyake
- artist, Pablo Picasso
- dancer and choreographer, Martha Graham
- musicians and song writers, John Lennon and Yoko Ono, as well as the Beatles
- puppeteer, Jim Henson
- film maker, Alfred Hitchcock
- cellist, Yo-Yo Ma
- musician, Bob Dylan
- composer, Johann Sebastian Bach
- musicians and songwriters, Simon and Garfunkel
- alternative rock band, Coldplay
- guitarist and singer, Jimi Hendrix



14. What does the phrase “**honor among thieves**” mean? Reread pages 30-3, where the early hacker device, the “blue box,” and one of its developers, “Captain Crunch” (a.k.a. “John Draper”), are discussed. How does the phrase “honor among thieves” relate to this story? Do you believe there really is honor among thieves? Can you think of any examples of honor among thieves from your own life?
15. In 2015, the Academy Award nominated **film**, *Steve Jobs*, came out. Though the film’s focus is smaller than *Steve Jobs: the Man Who Thought Different*, the two are comparable. With your group, view the film (note that the film is rated “R” for language). Compare and contrast the film and the book in terms of how Jobs is characterized, his career, his long-time relationship with girlfriend Chrisann Brennan, his relationship with his daughter Lisa, and his long-time relationship with his friend Steve Wozniak? If the two differ, is that because of the medium used to tell the story, differing viewpoints, choices made by the writers, the quality of the research done for each, entertainment value, etc.? Which of the two are you more likely to trust? Explain.
16. Discuss Jobs’ relationship with his **physical** self—eating, hygiene, dress, exercise, drug use, illness, doctoring, etc. What did he base his practices in these areas on? How did his practices in these areas affect his development as a person and his relationships with others?
17. Atari™ (a company that Jobs worked for briefly) introduced “Pong,” an early electronic game, in 1972. Discuss the development of electronic gaming since the early 1970s. Do you play **video/online games**? What are some of your favorites? Estimate the number of minutes you play online games per day. Take a look at the Statista website (<http://www.statista.com/topics/868/video-games/>) and the statistics that they have collected regarding video gaming. Compare your game playing to the statistics found on the chart below. The site states that, “The statistic presents data on the amount of time spent playing video games daily per capita in the United States in 2008. It also offers an estimate for 2013 and a forecast for 2018. An average U.S. consumer spent 17.8 minutes daily playing video games in 2008.”



(From: <http://www.statista.com/statistics/186960/time-spent-with-videogames-in-the-us-since-2002/>)

Explore the question, “Do Americans spend too much time playing video games?” Check out a list of the pros and cons of playing video games at “Learning Works for Kids.” Discuss this issue with your group.

<http://learningworksforkids.com/2015/06/pros-and-cons-of-video-games-for-children/>

18. In Chapter 6, Blumenthal discusses the inner workings of a micro-computer. Find a piece of modern technology that is no longer working or has been discarded. With your group members, perform an “autopsy” on this device and explore its inner workings. If possible locate a diagram of the device’s inner workings (may be available online), and then find and label its parts. Remember that if it is an Apple or Mac device, Jobs insisted that his company’s technology be nearly impossible to get into! What did you discover in your exploration? Consider the design of this piece of technology. Comment on its beauty, ease of use, etc. — all things that Jobs considered vital.
19. Reread the section where Blumenthal talks about the night that Steve Wozniak attended his first meeting of the Homebrew Computer Club where his vision for the personal computer came together. This moment led to Jobs’ and Wozniak’s **partnership**: Apple. (pp. 56-9) Was this truly a “partnership?” What skills did Wozniak and Jobs both bring to the table? Discuss the ways in which the two young men were alike and the ways in which they differed? In what ways did the partnership work and in what ways did it not? Trace the arc of their relationship, and their “partnership,” over the years.

Comment on this quote from *Steve Jobs: the Man Who Thought Different* (p. 72):

“Jobs...told Wozniak that if they weren’t equal partners, then Wozniak could have the whole thing. But his old friend knew better. Wozniak could design a circuit board and Jobs couldn’t – but Jobs could get one hundred circuit boards printed, something Wozniak couldn’t do. Woz could sketch out complex electronics and write software, but Jobs was the one who could get it made into a single product and sell it. True, Wozniak had invented the Apple computer, but he would have given it away.”

20. Discuss the **naming** of Jobs’ and Wozniak’s company. Why did they give it the name “**Apple**”? Was the name ultimately a good choice? How about “**Mac**”/“**Macintosh**”? Is the name of a company significant? More so than the product(s) it delivers? Explain.
21. **Design**, which Jobs defined as, “...the fundamental soul of a man-made creation that ends up expressing itself in successive layers of the product or service,” (p. 199) was an integral aspect of the Jobs’ brand from the inside of a product, to the outer look, to the way in which the product was packaged, to the ease of use of the product, to how it played out in all aspects of the company. Jobs, “...believed there was room for beauty and art amid technology and commerce.” (p. 198) Simplicity was key. (p. 83) Give examples of design decisions Jobs made, and battles Jobs fought, in regard design in the development of Apple, Mac, etc. products. Go to the Apple website (<http://www.apple.com/>) and look at photos of current products. Explore the design of each. How does the website itself exemplify Jobs’ emphasis on design? Why was his insistence on meticulous design **ironic** in terms of his own personal appearance?

In a Young Adult novel published in June of 2016, *You Know Me Well* by Nina LaCour and David Levithan, one of the main characters asks, “If Apple really wants us to become addicted to their products, if they really want them to be the zenith of user-friendliness, why in Job’s [sic] name isn’t there an unsend button? How hard would it be to enable us to take it all back, to erase the mistake before it’s seen?” Discuss this statement with your group. Was/Is it the mission of Apple to get its customers “addicted” to its products? Did Apple miss the boat on the design of the iPhone when it did not include an “unsend” button? Have you ever wished that you could take back a text message? Explain.

22. On page 86, we see the **cover** of *Inc.* magazine, one of the many magazine covers on which Jobs appeared over the years. Do an image search for magazine covers featuring Steve Jobs. Choose one of the covers. Then go to the magazine’s website and read the article that accompanied the **cover**. What was the date on which the cover and article were published? (If you cannot get access to the accompanying article online, go to either your school or public library website and use one of their free

magazine databases to gain access to the full article.) Summarize the article in a few sentences. How is Jobs characterized in the article?

23. Many inspirational **quotes** from Jobs are found throughout *Steve Jobs: the Man Who Thought Different*. For instance, on pages 98-9, Blumenthal quotes Jobs as once saying, “‘The journey is the reward...It’s not just the accomplishment of something incredible. It’s the actual doing of something incredible, day in and day out, getting the chance to participate in something really incredible.’” Additionally, on page 104, Blumenthal includes this Jobs statement: “‘Because we can’t see what’s ahead, ‘you have to trust that the dots will somehow connect in your future. ‘” In your opinion, is there truth in these statements? Give examples from your own life. What are some other of Jobs’ quotes that you found inspirational?

Find an inspiring and motivational quote from another public figure whom you admire. Write about the meaning of this quote as it pertains to the public figure who originated it, and then write about how it applies to your own life and why you find it to be truthful and helpful. Share your writing with the group.

24. Steve Jobs was said by many to have a “**reality distortion field**.” (p. 107) Define this term. He excused his sometimes less than stellar behavior by saying, “‘It’s simply who I am.’” For instance, of his child, Lisa, he once said, “‘I didn’t want to be a father, so I wasn’t.’” (p. 152) Give other examples in which Jobs used his reality distortion field. Discuss how this reality distortion field served Jobs throughout his life. Was his use of this filter fair to those around him? Explain. Come up with examples from your own life in which you, or someone you know, has made use of a reality distortion field.
25. Apple, to its benefit, has had a close relationship with **schools and education** from the beginning. (p. 117) Explore the ways in which technology, like that developed by Apple, has changed education. List as many ways as you can think of in which technology is a part of your educational experience. Ask a parent, caregiver, or grandparent to make a list of the types of technologies that were a part of his or her education, and the ways in which those technologies were used in their educational experience. Compare your lists. How do you think technologies like the computer have changed the educational experience?
26. Jobs and some of the people with whom he worked were masters at **marketing** (defined at **merriam-webster.com** as, “the activities that are involved in making people aware of a company's products, making sure that the products are available to be bought, etc.”) Apple and Macintosh products. Considered by some to be the best Super Bowl commercial of all time, the Apple “1984” ad is a classic example of successful marketing. To completely understand the meaning of the commercial, you need to be familiar with George Orwell’s classic novel, 1984. Read the “Introduction” and “Overview” sections of this guide to the novel: <http://www.penguin.com/static/pdf/teachersguides/1984.pdf>. Then view the commercial with your group members: <https://www.youtube.com/watch?v=BxShzoUjiAQ>. Discuss both the underlying meaning of the commercial and why you think the commercial was so successful.
- Now look at Apple’s less than successful 1985 Super Bowl “Lemmings” commercial: <https://www.youtube.com/watch?v=V-SJQdREDKM>. Do you recognize the song being whistled in the background of the commercial? Do you know what a “lemming” is? Compare and contrast the two commercials. Why do you think the Lemmings commercial failed? (p. 125)
27. In 1986 Jobs bought **Pixar** from George Lucas and, eventually, Pixar’s focus became animation. (p. 135) Animator John Lasseter (p. 172) (check out the official Pixar website — <http://www.pixar.com/about> — for more information on Lasseter) created short videos and commercials to exemplify the power of Pixar’s technology. Look up some of these early pieces. Then explore the history of Pixar

(<http://www.pixar.com/about/Our-Story>) and the story behind these pieces. What made, and continues to make, Pixar unique and successful?

- *Luxo Jr.*: <https://www.youtube.com/watch?v=6G3O60o5U7w> and http://www.pixar.com/short_films/Theatrical-Shorts/Luxo-Jr
- *Tin Toy*: <https://www.youtube.com/watch?v=wtFYP4t9TG0> and http://www.pixar.com/short_films/Theatrical-Shorts/Tin-Toy
- *Toy Story*: http://www.pixar.com/features_films/TOY-STORY

28. Consider Jobs' relationship with his **parents**. Did they fulfill their promises to Jobs' birth mother? In what ways did they foster Jobs' interests, skills, and dreams? What are the qualities of a good parent? Do you feel that Clara and Paul Jobs were effective parents? Explain. On March 18, 1991, Jobs married Laurene Powell. (p. 148) Why do you think the two were attracted to one another? With Powell, Jobs had three children (Eve, Reed, and Erin). What are the qualities of a good husband? Of a good father? Jobs said at one point, I "...try to be a good father to them as my father was to me. I think about that every day of my life." (p. 159) Based on your reading of *Steve Jobs: the Man Who Thought Different*, and the knowledge that Jobs was obsessed with his work at Apple, was Jobs a good **husband** and **father**? Explain and give examples. Do additional research if necessary.

Consider the relationship between your own parents or caregivers. Describe their relationships with one another. Think about the ways in which they effectively and ineffectively "parent." What are some things that characterize your family, good or bad? Create a collage that represents your family, such as it is — including parents, caregivers, siblings, etc. Share the collage and its meanings with your group members.

29. Jobs said that, "Getting fired from Apple was the best thing that could have ever happened to me." (p. 175) This is a good example of how, from some of our most **difficult and challenging experiences**, we can grow and learn, and positive things can happen. Explain how getting fired turned out to be a positive for Jobs. What did he learn about himself in the process? Jobs later said, "Sometimes life hits you in the head with a brick. Don't lose faith." Discuss some other examples of Jobs **overcoming adversities** in his life. Come up with an example from your own life where something difficult led to positive outcomes. By going through this challenging time, what did you learn about yourself? Share this experience with your group members.
30. **Bill Gates**, founder of Microsoft, continues to be another important figure in the technology world. Blumenthal describes Jobs and Gates as "frenemies." (p.185) Compare and contrast these two iconic figures. What did the two have in common? In what ways did they differ?
31. Explore the origin of the title of the book: *Steve Jobs: the Man Who Thought Different*. (pp. 190 – 4) It comes from the Apple team's brilliant "**Think Different**" ad campaign. View the original 1997 ad for this campaign: <https://www.youtube.com/watch?v=nmwXdGm89Tk>. Can you identify the individuals shown in this commercial? In what ways did each of these individuals "think different" and thus "change the world"? What made this five year ad campaign so successful? Would it still be effective if it were run today, almost twenty years later? In what ways could the ad be symbolic of Jobs' own life and career? Discuss.
32. The "i" used in the naming of Macintosh products was said to mean "Internet," "individual," "instruct," "inform," and "inspire." (p. 200) Think about iMac computers, iBooks, the iPod, the iPhone, the iPad, and the iCloud. How do each of these products relate to the Internet, individuals, instruction, informing, and inspiring?

33. Discuss Jobs' relationship with **money** and **wealth**. In many ways he seemed to not care about money and the things that it bought. In other ways, he seemed materialistic and miserly (he was not known as a philanthropist). Give examples of both viewpoints from *Steve Jobs: the Man Who Thought Different*. Were you to someday earn the type of money that Jobs made, what would your relationship with wealth and the things that it can buy be? What would you spend your money on? Would you be generous to others with your money?
34. According to Blumenthal, what have the first three "**waves**" of the development of **modern technology** been? (pp. 212-3)
35. Another brilliant Apple ad campaign was the iPod "**Silhouette**" ad campaign, which can be found at: <https://www.youtube.com/watch?v=hQw3mVWXncg>. Again, what made this ad campaign, which ran from 2004 to 2008, so successful? Does it still speak to the current members of "Generation Z" or the "Digitals?" Why or why not?
36. The last story told in Jobs' Stanford commencement speech was about **death**. In an 1998 interview for *Fortune* magazine, Steve Jobs said, "'Somebody told me when I was seventeen to live each day as if it were my last, and that one day I'd be right.'" (p. 226) He actually shared this personal philosophy on several occasions, according to Blumenthal. In what way did this statement **foreshadow** what was to come for Steve Jobs? Contemporary country artist, Time McGraw, tells us to "Live like you are dying." The character in the song, who is diagnosed with what could be a terminal illness, says, "I went sky divin', I went rocky mountain climbin', I went 2.7 seconds on a bull name Fumanchu, And I loved deeper, And I spoke sweeter, And I gave forgiveness I've been denying..." Is this a worthy philosophy? Do most individuals accomplish this in their lifetimes? Do you feel that Jobs accomplished this? How about you? Explain.
37. "**Legacy**" is defined at Merriam-Webster as, "a gift by will especially of money or other personal property: bequest...something transmitted by or received from an ancestor or predecessor or from the past." Make a list of Steve Jobs' legacies. (Chapter 22) Did he leave a lasting legacy? To whom? In what ways did his work as a technology innovator, CEO, etc. pave the way for those who followed him? In what ways did he "reimagine," "reinvent," "refine," and "revolutionize" the world? (pp. 242-3) What would you like your own legacy to the world to be?

FOLLOW-UP

1. Look again at the list of **descriptors** on the cover of *Steve Jobs: the Man Who Thought Different*. Do you think these words adequately capture Steve Jobs? Give examples to support your opinion. Are there any words that you would add to the list after reading the book? Why?
2. What new **terms** have you learned as a result of reading Blumenthal's book? Can you confidently use these words in your speech and writing?
3. Now that you have read *Steve Jobs: the Man Who Thought Different*, do you feel that Jobs was deserving of the 2009 "**CEO of the Decade**" recognition, or any of the other honors he received throughout his career? Why or why not? Explain and give examples.
4. After reading the book, refer back to your individual and group list of the characteristics of a good **leader**. Now list some of the leadership positions that Steve Jobs held throughout his life. What leadership qualities from your list did he exhibit in fulfilling these leadership roles? Do you feel he was an effective leader in the positions he held? Explain.

5. Based on your reading, study, and discussion of *Steve Jobs: the Man Who Thought Different*, what is your opinion about the quality of Blumenthal's **research**? Share examples of **primary resources** and **secondary resources** used by Blumenthal. For at least one of each type of resource, analyze the quality and reliability of that resource. For instance, for a website, you could consult the "About Us" section to determine who put the website together and any biases they may have. Take another look at this short article about evaluating a website: <http://www.educatorstechnology.com/2014/04/the-5-elements-students-should-look-for.html>. For at least one of the statistics that Blumenthal presents, check the related note in the "Notes" section beginning on page 283. Go to the original source and **fact check** the information.
6. Go back to your examination of the cover of *Steve Jobs: the Man Who Thought Different*. Think about the way in which the book is packaged. Vintage **photos** from different periods in Jobs' life are used throughout the book to support the text. Are these photos a positive addition to the book? Why or why not? Do some more exploration online and find photos that exemplify the events and ideas covered in the book. Share interesting photos with your group. Look again at the list of **descriptors** on the cover of *Steve Jobs: the Man Who Thought Different*. Do you think these words adequately capture Steve Jobs? Give examples to support your opinion. Are there any words that you would add to the list after reading the book? Why?



(From: www.tuplanetavital.org)



(From: businessinsider.com)



(From: www.dailymail.co.uk)



(From: www.quora.com)

7. When a book is published, professional journals provide editorial **reviews** to help readers determine if they may wish to read and/or to purchase that particular book. Below is a review of *Steve Jobs: the Man Who Thought Different* from a review journal called *Booklist*. Note that the review includes:
- a brief summary of the book (without giving too much away)
 - who the book might be appropriate for
 - how the book is packaged and how the material is presented
 - comments about the quality of the writing of the book
 - an overall thumbs up or thumbs down for the book (books given "starred" reviews are seen as exceptional)

Starred Review

"Walter Isaacson's best-selling biography, bolstered by 40 interviews with its subject, is the current gold standard for books about Steve Jobs, but Blumenthal's in-depth look at the innovator's life makes a close runner-up and a winner for younger audiences. Blumenthal, a former business reporter, uses a speech Jobs made to a graduating class at Stanford as an inviting hook to draw readers in. He told his audience stories about the most important incidents in his life, beginning with his adoption, and how the dots of his life connected in mysterious ways. His adoptive father was skilled with his hands and a perfectionist, a trait Jobs carried on, sometimes to extremes. The worst moments in Jobs' life, like being fired from Apple, the company he built, led him to bigger and better moments, and an eventual return to Apple, where he would give the world iPods, iPhones, and iPads. His final story was about his

cancer, and his message was to ‘follow your heart and intuition.’ Through original interviews, a solid use of source material, and a wonderfully easy-going style, Blumenthal gives a full portrait of Jobs, with his many well-documented flaws (which here might be a tad underplayed), his original and far-sighted aesthetic, and his willingness to push himself and others to achieve the best—as he perceived it. One advantage this has over Isaacson’s book is the well-placed sidebars that explain everything from how computer memory works to Jobs’ distinctive wardrobe. This is a smart book about a smart subject by a smart writer. To be illustrated with photographs. Glossaries and sources are appended.” — Ilene Cooper (February, 15, 2012)

Discuss with your group, whether you or disagree with Ilene Cooper’s assessment of this book. Then write your own review of *Steve Jobs: the Man Who Thought Different*. Be sure to include the elements listed above.

EXPLORE FURTHER

Consult Blumenthal’s extensive bibliography at the back of *Steve Jobs: the Man Who Thought Different* for additional materials on the subjects covered in the book.

Consult the text of this discussion guide for suggested resources.

Recent Books:

- *Becoming Steve Jobs: The Evolution of a Reckless Upstart into a Visionary Leader* by Brent Schlender and Rick Tetzeli (2015)
- *I, Steve: Steve Jobs in His Own Words*, edited by George Breahm
- *Steve Jobs: Genius by Design* by Jason Quinn, comics by Amit Tayal (graphic novel, 2012)
- *Steve Jobs: Insanely Great* by Jessie Hartland (graphic novel, 2015)

Movies and Documentaries:

- *Steve Jobs*, directed by Danny Boyle and written by Aaron Sorkin, 122 minutes, R rating
- *Steve Jobs: His Story*, directed by Tara Pimia, 55 minutes, PG rating
- *Steve Jobs: The Man in the Machine*, directed by Alex Gibney, 128 minutes, R rating
- *Jobs*, directed by Joshua Michael Stern, 129 minutes, PG-13 rating