LESSON PLAN

HELPING STUDENTS UNDERSTAND THEIR PERSONAL WORTH AND POTENTIAL, EVERYTHING THEY DO MATTERS.

The Boy Who Changed the World

Grades: K-6

www.wearelibertykids.org
The Boy Who Changed the World

Helping students understand their personal worth and potential, everything they do matters.
1. **Title:** The Boy Who Changed The World

2. **Purpose:** No nation remains free without first being a good, moral people.

   "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."-Declaration of Independence

3. **Objectives:** Helping students understand their personal worth and potential, everything they do matters.

4. **Duration:** Two, 1-hour lessons depending on selected art or activities.

5. **Grade:** K-6

6. **Content Area & Core Standards:** Social Studies, Math, Language Arts, Science.


8. **Vocabulary:** consequence, sprouted, crept, expedition, peered, choice, invent, plopped, chuckled and effect.

9. **Differentiation:** Group and individual activities with visuals and hands on experience.

10. **Motivation/Anticipatory Set:**
    
    Day 1- Have the students watch the butterfly video.
    
    Day 2- Have the students look at the visuals or real life’s of peanuts.

11. **Assessment/Rubric:** Students understanding will be recognized at the end of the lesson during the writing and/or art projects.
"The Boy Who Changed the World", by Andy Andrews reminds educators and families of their personal worth and valuable roles they play in our world. The easy to read, prepare, and instruct imagery brings a whole new level of learning into the classroom and home. Visuals, hands on experience, printable worksheets, art projects, video, activities, and rubric are rich with resources making it adaptable to any age. The lesson plan is created with differentiated instruction in science, social studies, math, and language arts.

1. Web links ONLY work while view is PORTRAIT.
2. Touch HERE if you are having trouble printing worksheets from an iPad to see if printer is compatible.
3. By double touching images, you will access full screen mode. Then swipe to access each image.
**Lesson Plan**

**The Boy Who Changed the World**

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**Day 1**

Introduction Video: National Geographic for kids; Butterflies 3:02 minutes duration.
(touch video title to access the introductory video)

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**Edward Lorenz**

Edward Lorenz Show was an American **meteorologist** and **mathematician**.

- **What is a meteorologist?**
  
  (study of weather)

- **What is a mathematician?**
  
  (expert in math)

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**Edward Lorenz, 1956** Credit: courtesy of the MIT Museum

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**HE** discovered the **butterfly effect**, the belief that a hurricane can form with the distant flapping of a butterflies wings several weeks before.
Day 1

Is there something little you do that makes a big difference in the world?

Your choices can be just like a butterflies wings and affect people all over the world. Every little thing you do matters.

SHOW them the book and TELL them they are going to learn about how our choices are like a butterflies wings. We are going to read a story about how our choices can affect millions of people around the world.

Vocabulary Words

ALWAYS predetermine a silent action (surprise face, jazz hands, timeout signal, etc.) for students to make when they hear you read vocabulary words in the story. Favorite way to remember words: discuss word definitions and have students CREATE their own silent action that shows what each word means.

consequence: the result of an action.

When I choose to be kind my consequence is being a good friend.

sprouted: to start to grow.

Hank has sprouted two inches taller in a week!
crept: to slowly sneak up on something or someone.

We crept past our sleeping baby.

expeditions: going on a trip to look for something.

Our class went on an expedition to the mountains to find butterflies.

peered: to look closely at something.

The boy peered at the sky, looking for airplanes to fly overhead.

READ: “The Boy who Changed the World”, the first half including Norman Borlaugh and Henry Wallace, end with the phrase: “or maybe it was George”.

REVIEW: Spend the next few minutes reviewing the story.

What choices did Norman make?
He chose to get an education and learn all he could about plants. He chose to be a hard worker, to never give up. He chose to share his discoveries with the world.

What choices did Henry make?
He chose to learn all he could and share his knowledge with others. He chose to help the world with all he learned.

What were their consequences?
They saved over 2 billion people because of their hard work, sacrifice and learning.
**Choice and Consequence**

**Activity:** Label opposite ends of a stick or baton with the words “choice” and “consequence”.

Have **two students** each **hold an end** of the stick and not let go.

**Ask** the "choice" student to take a few steps forward. The "consequence" student will follow.

**Explain** that wherever there is a choice there is a consequence.

**Discuss:** Open a discussion **recognizing the choices and consequences they face.**

- procedures of classroom and school
- procedures at home
- interactions with friends
Day 1

What happens if you choose to be kind or choose to bully?

Choose one or more of the BUTTERFLY ART, CRAFTS, OR ACTIVITIES or Print a BUTTERFLY WORKSHEET for students to complete.

Remind the students that:

their choices can be just like a Butterflies wings and affect people all over the world.

Touch HERE for printable PDF images.
Day 2

**Lesson Prep:** display real life peanut products and or images of peanuts and their many uses.

**Ask** the following questions and **Discuss** with your students the ideas they come up with...

- Do you remember what the word **invent** means? (to create or make up an idea)
- Have you ever wanted to be an **inventor**?
- What would you like to **invent**?

**Remember** Norman Borlaugh and Henry Wallace?

- What did they **invent**? (a special super seed that saved the lives of two billion people)
- Do you like **peanut butter**?

We are going to **Read** about another boy that changed the world **by inventing 266 uses for the peanut!**
Day 2

DISPLAY pictures of **peanuts and their uses**, telling the kids that someone invented all these ways to use a peanut.

But **first BEFORE** we begin reading we need to learn **vocabulary words**.

**Vocabulary Words**

**ALWAYS** predetermine a **silent action** (*surprise face, jazz hands, timeout signal, etc.*) for students to make when they hear you read vocabulary words in the story. Favorite way to remember words: discuss word definitions and have students **CREATE** their own **silent action** that shows what **each** word means.

**choice**: making a decision between two possibilities.

*I made a choice between candy or fruit.*

**invent**: to create or make up an idea.

*The scientist can invent a way to make plants grow faster.*
Day 2

**plopped:** to drop down or sit down really hard.

Lucas *plopped* down in the chair and cried.
The puppy was so tired he *plopped* down on the grass and quickly fell asleep.

**chuckled:** laughed.

My class *chuckled* when I told them a joke.

**effect:** a change caused by an action.

My choices can create a butterfly *effect*.

**READ** the last half of “*The Boy Who Changed the World*”.

**DISCUSS** how George and Moses’ small choices made a *big difference* in the lives of others.

**USE** one of the following activities to *illustrate how* every little thing we do matters.

*Cityscape* or *Storyboard*
Cityscape

Have a **GROUP DISCUSSION** about **elements that create a city** i.e.

- families
- homes
- parks
- hospital
- police
- gas station
- fire departments
- grocery store
- school
- restaurants
- post office
- church

Allow each **STUDENT** to take a few minutes to **draw a part of a city** on a half sheet of paper.

**DRAW** roads on the **white board**.

Have them "**BUILD"** their city by **hanging their pictures together** along the white board roads.

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**be prepared**

As you discuss creating a city determine what students will be drawing, ensuring all major city elements are included in the classroom cityscape.

**DISCUSS** how **diversity** in people and jobs **create a successful community**.
STAND BACK and look at the fantastic community you built. Emphasize how each individual matters to many people.

You are important!

What are you doing now that can change the world?

• getting an education
• being kind and helpful
• showing respect
• serving others.

You are making a difference!
**Storyboard**

**DIVIDE** class into **groups** and have each group practice descriptive writing with **Show-me sentences**.

From beginning to end have each group or individual stand and **READ ALOUD** their **constructed sentence**.

You could **WRITE** the sentences **on the board** forming the story.

**TEACH** them how **each small thing makes a big whole**, the small sentences created an entire story! Emphasize how each small part, every little thing they do, makes a difference.

**You can change the world!**

**CHILDREN** typically **tell rather than show** what is happening when they write. In order to teach them descriptive writing have them look at tell me sentences and prompt them with thoughtful questions as they re-write the sentences.
USING the **Tell-me Sentences** below, divide the class into **5 groups** and have them construct descriptive **Show-me sentences**

**Group**

1. **It had been a long day at school.**
   what made the day long? tests? weather? trouble?

2. **I was hungry for an after school snack.**
   how did you know you were hungry? yucky lunch? growling tummy?

3. **I wanted chocolate chip cookies.**
   why chocolate chip? how they smell? easy to make?

4. **I made the cookies myself.**
   how did you make them? did you make a mess of the kitchen in the process? are you a chef?

5. **I ate the cookies with a glass of milk.**
   how many cookies? what did it look like? were you left with a milk mustache, crumbs on your chin? did the snack fill your tummy?
The Boy Who Changed the World

Butterfly Art-Craft-Activities

By touching TITLES in red, you will visit a website with more details.

Symmetrical Painted Butterfly: Symmetrical Painting is so easy and fun too! With just a few items needed your kids are sure to enjoy creating butterflies in this way.

Painting Butterflies: Painting is a way to help create inspirational art. Let their imaginations soar! With a paper, brush and paints they will have a blast!

Ribbon Butterflies: These ribbon butterflies are a hit. The kids will enjoy putting the finishing touches on their butterfly and to make each one unique and colorful.

Nature Butterflies: Let nature guide your imagination to create these unique butterflies. This will be a fun memory loved by kids of all ages. (There are not directions for this activity be creative and have fun using the image to guide you.)

Drink like a Butterfly: Students "become" butterflies themselves by creating a paper flower that has a cup in its center for nectar (apple juice), and then sipping the nectar through a straw.

Life Cycle of a Butterfly: This interactive activity is so much fun to create. Your kids are sure to have a blast making their own butterfly life cycle.

Butterfly Raising Kit: Your kids will love raising their very own live butterfly. See the caterpillar's transition into a chrysalis, and finally into a butterfly!

Coffee-Filter Butterflies: Simple, fun & easy. Just dip it into food colored water and let dry. Students will get excited to see the colors blend and pop. It's cinch!

Butterfly Life Cycle Images: These images make the life cycle of a butterfly come to life. You can download print and laminate them in a snap to help your students enjoy learning!
### Rubric

#### Cityscape

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 EXCELLENT</th>
<th>3 GOOD</th>
<th>2 NEEDS IMPROVEMENT</th>
<th>1 POOR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effort</strong></td>
<td>Worked on a task until it was completed. I pushed myself to continue working even when difficulties arose. Viewed difficulties as opportunities to strengthen my understanding.</td>
<td>Worked on a task until it was completed. Continued working even when difficulties arose or a solution was not evident.</td>
<td>I put some effort into the task but stopped when difficulties arose.</td>
<td>I put very little effort into the task.</td>
</tr>
<tr>
<td><strong>Discussion</strong></td>
<td>Discussion by all group or class members indicate a clear and accurate understanding of how their choices and actions are like the butterfly effect.</td>
<td>Discussion by most group or class members indicate a relatively accurate understanding of how their choices and actions are like the butterfly effect.</td>
<td>Discussions by most group or class members indicate our choices are important, but cannot make the connection with the butterfly effect.</td>
<td>Discussion by several members of the group or class do not illustrate much understanding of personal choices or the butterfly effect.</td>
</tr>
<tr>
<td><strong>Construction - Care Taken</strong></td>
<td>Great care taken in construction process so that the structure is neat, attractive and follows plans accurately.</td>
<td>Construction was careful and accurate for the most part, but 1-2 details could have been refined for a more attractive product.</td>
<td>Construction accurately followed the plans, but 3-4 details could have been refined for a more attractive product.</td>
<td>Construction appears careless or haphazard. Many details need refinement for a strong or attractive product.</td>
</tr>
</tbody>
</table>
## Rubric

### Storyboard

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 EXCELLENT</th>
<th>3 GOOD</th>
<th>2 NEEDS IMPROVEMENT</th>
<th>1 POOR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adjectives</strong></td>
<td>Student or group uses 3 or more adjectives</td>
<td>Student or group uses at least 2 adjectives</td>
<td>Student or group uses at least 1 adjective</td>
<td>Student or group uses no adjectives</td>
</tr>
<tr>
<td><strong>Writing Conventions</strong></td>
<td>Writing conventions have been followed with a high degree of accuracy. Student begins and ends each sentence correctly. Proper nouns are capitalized.</td>
<td>Writing conventions have been followed with a good degree of accuracy. Student begins and ends most sentences correctly. Most proper nouns are capitalized.</td>
<td>Writing conventions have been followed with a low degree of accuracy. Student or group begins or ends the sentence without correct punctuation.</td>
<td>Writing conventions have been followed with a low degree of accuracy. No knowledge of punctuation or adjectives is shown.</td>
</tr>
<tr>
<td><strong>Smooth Sentences-Fluency</strong></td>
<td>Sentences make perfect sense, flow nicely and are varied in style, beginning words, and length.</td>
<td>Sentences are good and are easy to read but are a little lacking in variety.</td>
<td>Sentences are fair, but some are lacking in variety. Sentences might not all make complete sense or have many words left out.</td>
<td>Sentences are very plain with little variety in length or wording. Sentences are incomplete or not understandable.</td>
</tr>
</tbody>
</table>
Resources

Images/Videos/Websites

**Book:** http://www.andyandrews.com/ms/the-boy-who/

**Butterfly:** http://www.abcteach.com/free/b/butterflymonarchbnw.jpg

**Butterfly Egg:** http://www.pbubuilder.org/PBUFiles/197/Student/bfly_10_7_03_20031007115604/images/egg.gif

**Chrysalis:** http://teach.fcps.net/trt2/images/chrysalis.gif

**Cityscape:** http://sueannebottomley.blogspot.com/

**Monarch Butterfly:** http://upload.wikimedia.org/wikipedia/commons/5/55/Viceroy_Butterfly.jpg

**Peanut Butter:** http://upload.wikimedia.org/wikipedia/commons/b/bc/PeanutButter.jpg

**Peanut Butter Cookie:**

**Peanut Butter Play Dough:**

**Peanut M&M’s:** http://nuts.com/images/auto/801x534/assets/16d701d4d8201ef6.jpg

**Peanut Oil:** http://www.seriouseats.com/images/20110526-frying-fries.jpg &
http://www.pastorelli.com/wdk_pas/wcm/resources/images/oils/1_gal_oils-highres/4159_1157723_91140/1-gal-peanut-oil.png

**Roasted Peanuts:** http://img.ehowcdn.com/article-new/ehow/images/a05/nq/76/uses-peanut-shells-1.1-800x800.jpg

**Peanut Plant:** http://www.sagessite.com/peanut_plant.jpg
Resources

**Peanut Noodle Dinner:**

**Butterfly Video:**

**Edward Lorenz Images:**
http://www.technologyreview.com/mitnews/422855/photos-of-edward-lorenz/#photo

**Meet a Meteorologist Video:**
http://www.meetmeatthecorner.org/episode/an-interview-with-a-meteorologist

**Symmetrical Painted Butterfly:**
http://heartofthematteronline.com/symmetrical-painted-butterfly-craft/

**Painting Butterflies:**
http://www.deepspacesparkle.com/2012/01/24/butterfly-painting-art-lesson/

**Ribbon Butterflies:**
http://family.go.com/crafts/craft-1029753-fairy-butterfly-barrettes-and-pins-t/

**Nature Butterflies:**
http://www.flickr.com/photos/dclawyer/249835046/sizes/m/in/photostream/

**Drink like a Butterfly:**

**Life Cycle of a Butterfly:**

**Butterfly Raising Kit:**
http://www.nature-gifts.com/1403-gift-ideas-kit.html

**Coffee-Filter Butterflies:**
http://www.mommygaga.com/2012/03/spring-crafts-for-kids-coffee-filter-butterfly-craft.html

**Butterfly Life Cycle Images:**
http://www.shop.montessoriprintshop.com/Butterfly-Life-Cycle-Cards-Toddler-TodF-5a.htm?categoryId=-1
Lesson Plan

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