



PARTICIPATORY STORY

The Man Who Moved the Earth (Nicolaus Copernicus)

(7-8 years old)

Lesson objectives

This story consists of 4 sheets which become more narratively complex as children progress. By moving from one level (sheet) to another and working in small groups or pairs, children will enrich the story of Nicolaus Copernicus with personality adjectives, appearance adjectives, onomatopoeias, and finally create their own ending to the story.

STORY BASE

Read the simple version of the story to children (the story base). Read expressively and emphasise key words (such as **Earth, revolution, science, truth**). Then have the pupils work in groups or in pairs to enrich the story base (starting from Level 1).

For a long time, people were convinced that the Sun revolved around the Earth, which stood still in the middle. It seemed that no one could change this view. Little Nicolaus, sitting on the roof of his house, tried to look into the depths and mysteries of the sky. He wondered if people's lives were really written in the stars, and whether it was their fault that he and his brothers became orphans. He wanted to find a way to read and understand the stars.

Nicolaus and his three brothers were looked after by their uncle Luke. Above all, he took care of the boys' education by sending them to university. Nicolaus studied in Krakow, Vienna and Italy. He was interested in philosophy, medicine, perspective and painting, as well as mathematics and astronomy.

After receiving the news that Christopher Columbus, who had set out from Spain to India, had found himself in an unknown land, proving that the Earth was round, Nicolaus wondered how many more things could be discovered. He felt the energy and desire to discover new truths.

He met great artists and thinkers, such as Michelangelo, Leonardo da Vinci and the famous astronomer Novara, who became his teacher. New ideas were born in Nicolaus' mind, and in them, the Sun and the Earth swapped places. He was convinced that it was the Sun that was at the centre of the galaxy and not the Earth, as everyone thought.

After completing his studies, Nicolaus returned home to prepare medicines with which he healed the sick. Thanks to an ingenious machine, he supplied water to the town. But his driving force, which made him get up every morning with new energy, was the position of the Sun and Earth. His mind wanted to find solutions, restoring the Sun to its rightful place.

He observed the sky every day. He noted his observations on paper and on the walls of a building near his house. Nicolaus set up an 'optical sight' to measure the height of the stars above the horizon or the distance between them. He then observed and followed the paths of the planets. Using a mirror, he marked and projected the path of the sun on the wall of his house. The following weeks of observation

proved that what he thought and imagined was true: "The Earth, rotating around an inclined axis, makes one complete revolution around the Sun per year".

This great discovery made Nicolaus happy. At the same time, he felt fear and anxiety. He did not see whom he could share his discovery with, lest he be laughed at and considered a heretic. Nicolaus was already an elderly man when one of his manuscripts came into the hands of the young mathematician Giorgio Gioacchino Retico: "I have never read anything more beautiful and convincing," he said.

Together they checked the trajectories of the planets and the tilt of the Earth's axis. In the end, they discovered that the Sun was exactly at the centre and occupied the place previously assigned to the Earth.

The revolution had now become a reality and aroused Nicolas' fears, just as it had years before. He restrained his enthusiasm. Despite these fears, Gioacchino sent the book "On the Revolutions of the Celestial Spheres" to the most important and famous printer in Nuremberg.

Even as an old and ailing man, Nicolas dreamt of the sky. When Gioacchino finally returned, bringing with him a printed copy of the book, Nicolas managed to hold the book and closed his eyes to the world. He felt that what they had accomplished was not just a matter of numbers, but what really moved the Sun and the other stars was the love of science and truth.

LEVEL 1: WHAT ARE THE CHARACTERS LIKE? (CHARACTER ADJECTIVES)

Working in groups and pairs, students should enrich the story with adjectives describing character. The words in **purple** are suggestions - depending on your students' proficiency level, decide how many adjectives you want to add before each target noun. We recommend that children choose at least 1 adjective.

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Intelligent/inquisitive/persuasive Nicolaus studied in Krakow, Vienna and Italy. He was interested in philosophy, medicine, perspective and painting, as well as mathematics and astronomy.

After receiving the news that Christopher Columbus, who had set out from Spain to India, had found himself in an unknown land, proving that the Earth was round, **curious/fascinated/determined** Nicolaus wondered how many more things could be discovered. He felt the energy and desire to discover new truths.

He met great artists and thinkers, such as Michelangelo, Leonardo da Vinci and the famous astronomer Novara, who became his teacher. New ideas were born in Nicolaus' mind, and in them, the Sun and the Earth swapped places. He was convinced that it was the Sun that was at the centre of the galaxy and not the Earth, as everyone thought.

After completing his studies, **educated/successful/noble** Nicolaus returned home to prepare medicines with which he healed the sick. Thanks to an ingenious machine, he supplied water to the town. But his driving force, which made him get up every morning with new energy, was the position of the Sun and Earth. His mind wanted to find solutions, restoring the Sun to its rightful place.

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LEVEL 2: WHAT ARE THE CELESTIAL OBJECTS LIKE? (ADJECTIVES)

Working in groups or pairs, students should now enrich the text with adjectives describing celestial beings like the Sun, the Earth, the sky, stars, etc. Help your children write and read them along with the adjectives they have already written on the Level 1 worksheet. The words in **red** are suggestions - depending on your students' level, we recommend that they write at least 1 adjective.

For a long time, people were convinced that the **burning/giant/bright** Sun revolved around the **populated/green/deep** Earth, which stood still in the middle. It seemed that no one could change this view. Little Nicolaus, sitting on the roof of his house, tried to look into the depths and mysteries of the **endless/blue/vast** sky. He wondered if people's lives were really written in the **distant/mysterious/numerous** stars, and whether it was their fault that he and his brothers became orphans. He wanted to find a way to read and understand the stars.

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After receiving the news that Christopher Columbus, who had set out from Spain to India, had found himself in an unknown land, proving that the **familiar/ancient/rocky** Earth was round,

curious/fascinated/determined Nicolaus wondered how many more things could be discovered. He felt the energy and desire to discover new truths.

He met great artists and thinkers, such as Michelangelo, Leonardo da Vinci and the famous astronomer Novara, who became his teacher. New ideas were born in Nicolaus' mind, and in them, the

yellow/big/fiery Sun and the **perfect/beautiful/natural Earth** swapped places. He was convinced that it was the Sun that was at the centre of the **enormous/infinite/starry** galaxy and not the Earth, as everyone thought.

After completing his studies, **educated/successful/noble** Nicolaus returned home to prepare medicines with which he healed the sick. Thanks to an ingenious machine, he supplied water to the town. But his driving force, which made him get up every morning with new energy, was the position of the Sun and Earth. His mind wanted to find solutions, restoring the **mysterious/misunderstood/faraway** Sun to its rightful place.

He observed the sky every day. He noted his observations on paper and on the walls of a building near his house. Nicolaus set up an 'optical sight' to measure the height of the stars above the horizon or the distance between them. He then observed and followed the paths of the **distant/strange/alien** planets. Using a mirror, he marked and projected the path of the sun on the wall of his house. The following weeks of observation proved that what he thought and imagined was true: "The Earth, rotating around an inclined axis, makes one complete revolution around the Sun per year".

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discovered that the Sun was exactly at the centre and occupied the place previously assigned to the Earth.

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LEVEL 3: WHAT ARE THEY SAYING? (DIALOGUE)

Working in their group or pair, students should now enrich the text with dialogue. Help children write and read them along with the adjectives they have already written for the Level 1 and Level 2 worksheets. The words in **green** are suggestions - depending on your students' skill level, we recommend that children write at least 1 sentence of dialogue or onomatopoeias).

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He met great artists and thinkers, such as Michelangelo, Leonardo da Vinci and the famous astronomer Novara, who became his teacher. New ideas were born in Nicolaus' mind, and in them, the

yellow/big/fiery Sun and the **perfect/beautiful/natural Earth** swapped places. He was convinced that it

was the Sun that was at the centre of the **enormous/infinite/starry** galaxy and not the Earth, as everyone thought. **“Eureka! Finally, the world will know the truth”**.

After completing his studies, **educated/successful/noble** Nicolaus returned home to prepare medicines with which he healed the sick. Thanks to an ingenious machine, he supplied water to the town. But his driving force, which made him get up every morning with new energy, was the position of the Sun and Earth. His mind wanted to find solutions, restoring the **mysterious/misunderstood/faraway** Sun to its rightful place.

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LEVEL 4: HOW DOES IT END? (YOUR OWN ENDING)

Working in their group or pairs, students should now enrich the text by developing the ending. Help your children write and read the final sentence(s) along with the adjectives and dialogues they have already written for the Level 1, Level 2 and Level 3 worksheets. The sentences in **blue** are suggestions - depending on your students' skill level, we recommend that children wrote at least 1 sentence to enrich the ending.

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Since that day, people started to believe that the Earth moves around the Sun. Nicolaus was proclaimed a genius, even after his death.

The end!