

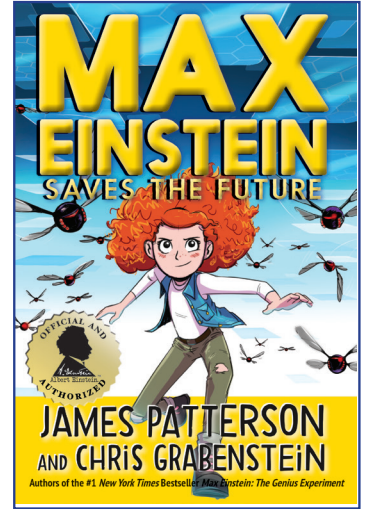
# MAX EINSTEIN SAVES THE FUTURE



## Classroom Guide

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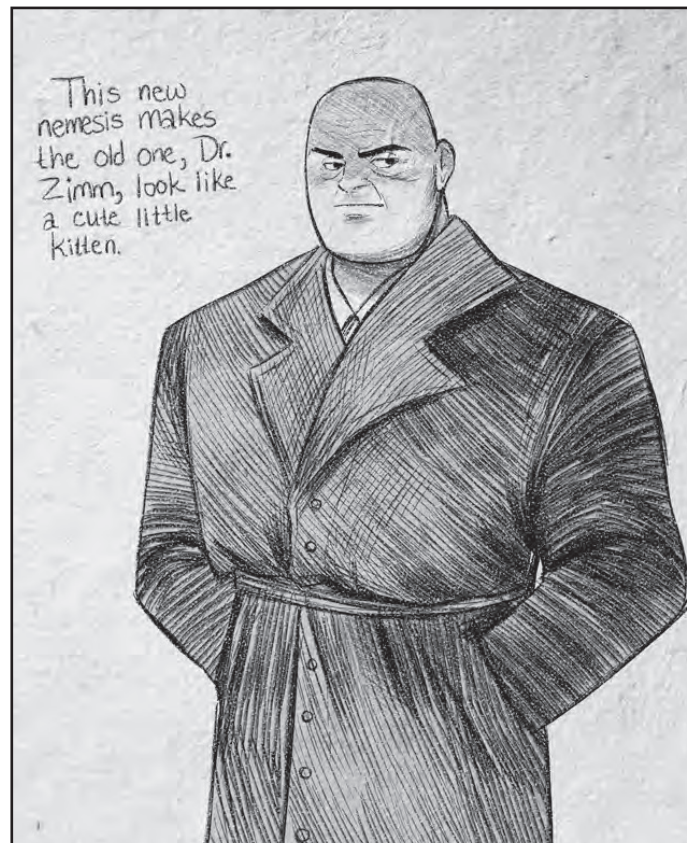
## Introduction to the Guide

Dear Educators,

Max Einstein is at it again! Our favorite genius has returned in *Max Einstein: Saves the Future*, the third book in the Max Einstein series written by James Patterson and Chris Grabenstein. This is the only children's adventure series approved by the Albert Einstein archives—not to mention that it's a *New York Times*, *USA Today*, and IndieBound bestseller!

This new book will make your students fall in love with Max all over again. Adventure, friendship, and problem-solving are just a few of the themes intertwined in this book. Max teams up with the other geniuses at the Change Makers Institute (CMI) to discover solutions to world hunger. Not an easy feat! Once again, the Corp is after Max, and we are introduced to their newest member, Professor Von Hinkle. All the while, Max is STILL finding out more about who she is and where her life began!

The purpose of this guide is to help students have fun while diving deeper into *Max Einstein* by expanding their curiosity and creativity. These activities will also inspire students to be change-makers in their own communities. The lessons are interdisciplinary and challenging, but most of all, they're entertaining for your students! Who says learning can't be fun? Let the learning (and fun!) begin...





## INTERDISCIPLINARY ACTIVITIES

# Max's Marvelous Adventure Game

“It would be better if you begin to teach others only after you yourself have learned something.”

—Albert Einstein

✓ **Subjects:** reading, writing

**Materials:** writing journal/lined paper, poster paper  
(enough for each group), cardboard, construction paper, markers, crayons,  
tape, clay (optional), and any other materials lying around the classroom!

Throughout the book, Max shows us adventure is exciting—especially when she is escaping the claws of the Corp. Max comes up with creative ways to avoid trouble. Board games are a great way to have an adventure and practice avoiding trouble, all while having fun—just like Max! For this activity, students will create their very own Max Einstein board game.

- **Get your students excited for this next activity by asking them to list examples of games they have played.**

You can even have some game examples on display, such as checkers, dominoes, Monopoly, Chutes and Ladders, Battleship, chess, UNO, and Exploding Kittens.

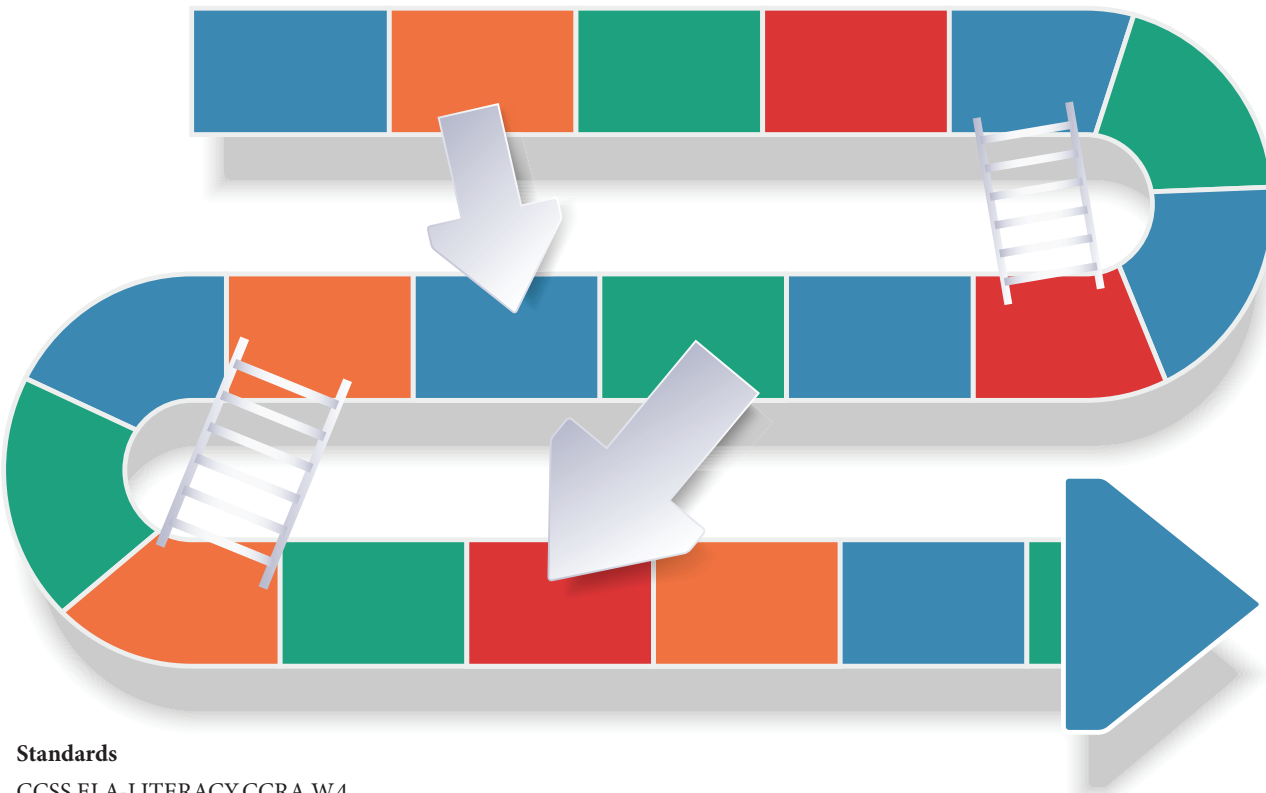
- **Students share about their favorite game. Begin by asking them the following questions:**

- a. What's your favorite game to play? What was your favorite game to play when you were six years old?
- b. How do you know how to play the game?
- c. What is the purpose of the game? How do you avoid trouble/conflict? How do you win?
- d. What pieces does the game have?
- e. How does the game start? How does the game end?
- f. What are some conflicts Max faces in *Max Einstein: Saves the Future*? What strategies does she use to avoid these conflicts/troubles?





- Organize students into groups of four.
- Tell students they are going to create a game based on the book *Max Einstein: Saves the Future*.
- All game boards must include:
  - a. Purpose of the game (how to avoid conflict and win) connecting to the book *Max Einstein: Saves the Future*
  - b. Game board (connecting to the book)
  - c. Playing pieces (connecting to the book)
  - d. Directions to play the game
- Have students begin planning out their game and brainstorming on paper in their groups.
- Allow time for the groups to construct their games using construction paper, cardboard, tape, clay (if available), and markers.
- When all of the games have been designed and built, have each group present their game to the whole class, discussing the game's purpose and how the game reflects a conflict from the book.
- Celebrate students' hard work by giving them time to teach about their games and play each other's games.
- Consider inviting other classes to play the games—what a fun way to encourage other students to read the Max Einstein books! Like a book talk but even more fun!



#### Standards

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words



## INTERDISCIPLINARY ACTIVITIES

# Decision Scientist

“Education is not the learning of the facts, but the training of the mind to think.”

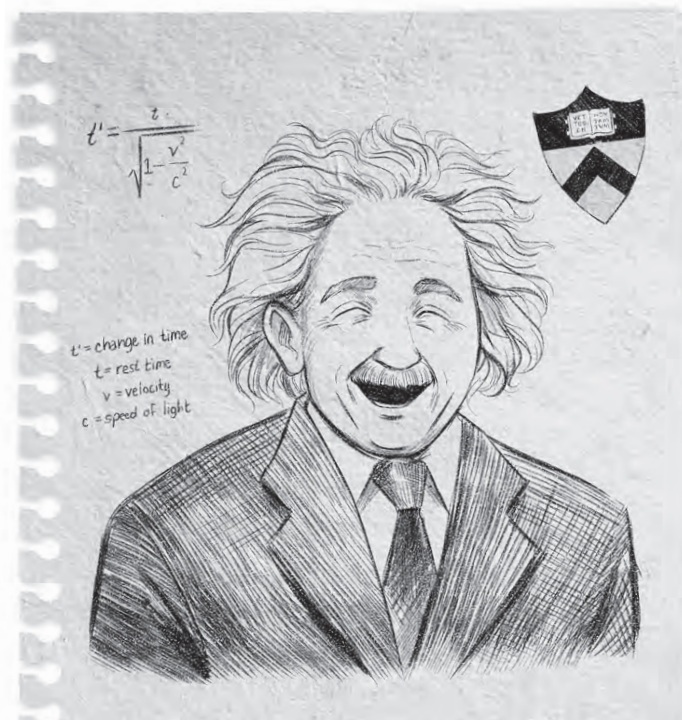
—Albert Einstein

✓ **Subjects:** STEAM, reading

### **Materials:**

- Blank white paper
- Paper lunch bags (5–10)
- 5 straws per bag
- 3 six-inch pieces of string per bag
- 4 twelve-inch pieces of string per bag
- 1 pencil per bag
- 2 plastic cups per bag
- 1 piece of paper per bag
- 1 Decision Science problem on the outside of each bag

The above materials are only suggestions—any available materials can be used for this activity.



Max is excellent at making decisions on the fly! She doesn't always have time to work through a problem. She saves the CMI team from the Corp with her quick thinking by dropping the luggage off the van, and she stops Dr. Von Hinkle in his tracks when she defeats his drones with two spray bottles filled with poison.

For this activity, your students are going to make decisions on the fly. They will have to solve a problem by making a prototype using the materials provided. Just like Max, they will need to brainstorm how to solve the problem and create a prototype with only the materials available (in the bag). This activity is applicable to all subjects because students will apply their critical thinking, team-building, and problem-solving skills—skills that are used in most disciplines and careers. Some problems will be easy to solve in the allotted time while others may be more challenging—a natural strategy for differentiation in your classroom.

## DECISION SCIENCE PROBLEMS:

1. The CMI team needs a model of a food pantry kitchen that will hold a lot of food to share with other states.

**Create a model of that food pantry.**

2. Max told Ben all about her childhood home. He wants to rebuild one to say thank you for all of her hard work.

**Recreate a model of the house.**

3. The Corp is after Max!

**Create a prototype of something that helps her escape them.**

4. The CMI team would like to have more robots like Lenard to help on more projects.

**Create a prototype of a robot that would do just that!**

5. Max wants to recreate the time machine that took her away from her family. She needs to see an example of a time machine.

**Create a time machine so Max can return to her family.**

6. Max needs a new suitcase after hers was thrown from the car.

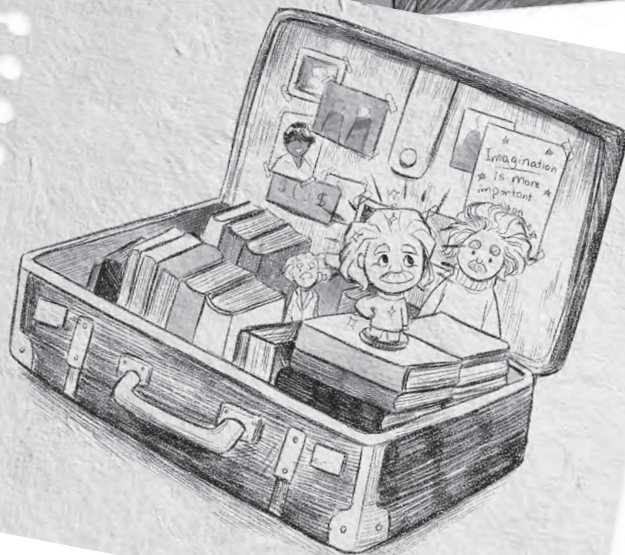
**Create a new suitcase, including the Albert Einstein items.**

7. The CMI team is preparing for another trip! They need to pack all of their luggage (for thirteen people!) on top of the van.

**Create a prototype showing them how to effectively stack the thirteen pieces of luggage without the fear of it falling off.**

8. While stopping at a gas station, Max learns about packaged foods' ability to stay safe for a longer time.

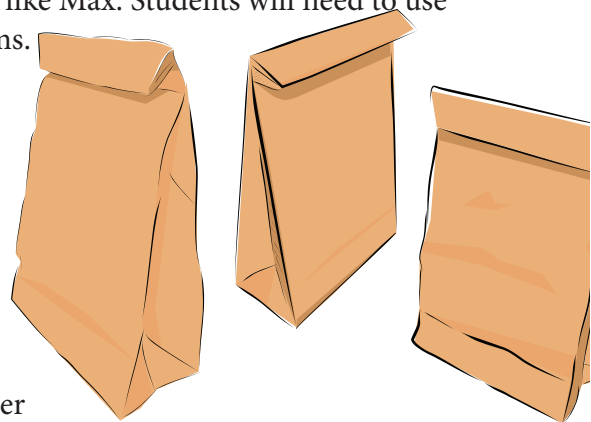
**Create a prototype of packaging that could protect fresh fruit and vegetables.**





## **DECISION SCIENCE DIRECTIONS:**

- Divide students into groups of four.
- Inform students they will be challenged to make decisions on the fly, just like Max. Students will need to use science, technology, engineering, art, and math skills to solve the problems.
- Tell students they will be given a paper bag with materials inside and the problem to solve/execute on the outside.
- Give groups three to five minutes to plan their prototype and thirty-five minutes to build their prototype. Yikes! Yes . . . fast!
- Ready, set, go!
- When time runs out, have the students share their prototypes with another group—even if they are not completely finished with the task. Have them also share the thinking that was happening while they were trying to solve the problem.
- As a whole class, have students reflect on the activity, answering the following questions:



- a. What skills did you need to use in order to complete this activity?
- b. What was easy for you when making a decision?
- c. What challenged you or the group when making decisions?
- d. What other challenges did you face?
- e. What would you do differently next time to make the decision-making process run more smoothly?
- f. Was it fun? Why or why not?
- g. How did your decision-making compare with Max's in the book? How realistic is Max's problem-solving? Explain.

- For an extra challenge, using any leftover classroom materials (or have students bring in any materials from home or use materials that are being thrown away or recycled), have groups write their own new Decision Science problems that relate to conflicts/troubles in their favorite books, movies, historical happenings, etc. Swap with another group and see if they can solve the new Decision Science problems!

### **Standards**

CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.RST.6-8.9

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.



# Picture Mashup

“Creativity is intelligence having fun.”—Albert Einstein

✓ **Subjects:** writing, art

**Materials:** stack of printed or collected pictures (ask for donations from family or local libraries for old magazines), small poster paper, pencil, markers, glue, scissors, sticky notes

Max has found pictures to be a way for her to connect with people and tell a story. She had a picture of Albert Einstein in her suitcase. She finds a picture of her parents when visiting her former house. These pictures have helped her understand more about the world and who she truly is. For this activity, your students will be using a mashup of pictures to help them portray a theme in *Max Einstein: Saves the Future*.

## Directions:

- On poster paper, put together a mashup of pictures that have a common theme. For example, “exploration is inspiring” with pictures of different countries and adventures, or pictures of loved ones to show “the importance of family.”
- Reveal your mashup to students. Have them guess the message or “theme” of your mashup in pairs and allow time for the students to share their thinking.
- Define “theme” as a class (i.e., the message about life a writer [or artist] is trying to send to her or his audience).
- Write the definition on the board so students can refer back to it during the activity.
- Ask: How do authors help readers understand their themes?  
How do other artists express their themes? Singers, painters, photographers?
- Have students determine a theme from *Max Einstein: Saves the Future* in small groups and write that theme on the back of their poster.
- Have groups choose photographs from the stack you provide to create a “mashup” by combining the pictures.
- Have groups glue the pictures to the blank piece of poster paper.
- Students may add symbols (→, +, = . . .) or other pictures, but they cannot add words to the front of the collage. It MUST be visual only. Time to get creative!
- On the back, have groups write three to five sentences that connect the mashup pictures to the theme they identified in the book. In other words, how do these pictures reflect/show the theme? How did James Patterson and Chris Grabenstein portray this particular theme to their readers? How did YOU portray this theme to your audience in your collage?



## PICTURE MASHUP DIRECTIONS (CONTINUED)

- Have groups hang their posters around the room, and have the class do a “gallery walk”—give each student a stack of sticky notes, and while they walk around to view each poster, have them:
  - Examine the pictures.
  - Guess the theme that is being reflected through the pictures.
  - Write their guess on a sticky note and stick it to the poster.  
(If sticky notes are not available, students can write the guessed theme onto a piece of paper taped below each poster.)
- When the gallery walk is complete, have each group reveal their theme to the class. Were students able to guess the theme based solely on the pictures? What choices did groups make to help portray or express their themes? How effective were those choices?



### **Picture resources for possible MAX EINSTEIN: SAVES THE FUTURE themes:**

- <https://www.photosforclass.com/search?text=hunger>
- <https://www.photosforclass.com/search?text=einstein>
- <https://www.pexels.com/search/science%20and%20technology/>
- <https://negativespace.co/?s=hunger>
- <https://www.pexels.com/search/friendship/>
- <https://pixabay.com/images/search/einstein/>
- <https://www.pexels.com/search/food%20bank/>

#### **Standards**

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-LITERACY.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

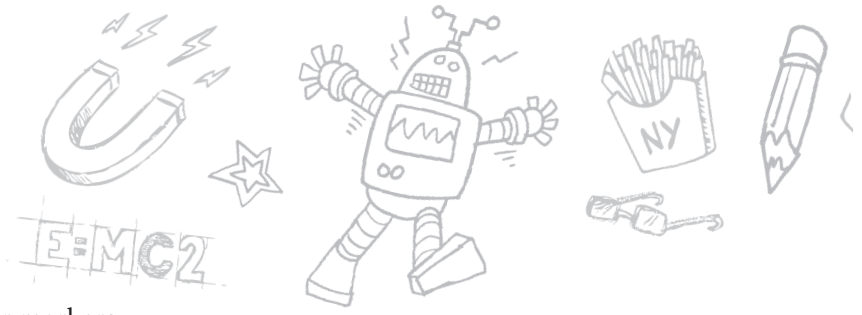
CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization.

# Comic Strip

✓ **Subjects:** art, reading, writing

**Materials:** reproducible, pencil, colored pencils or markers



Max finally finds out who she truly is and discovers a little bit about her life as a young child. In the third book in the series, Max has the opportunity to visit the house where her life started and where her parents lived. For this activity, your students will create a comic strip that portrays the following scenario: Max creates a time machine/ wormhole to go back in time and meet her family, whom she desperately wants to know.

## Directions:

1. Display a comic strip for students to examine.

### Some possible resources:

<https://comics.azcentral.com/>

<https://www.washingtonpost.com/entertainment/comics/>

2. Ask students to describe the comic strip to the person sitting next to them.
  - What is the artist/writer trying to say in this comic strip?
  - How does the artist/writer say what they want to in just a few short boxes?
  - What strategies do they use to communicate their message (theme) to us?
  - What does the first box communicate? The second? The third? Etc.
  - How is it written?
3. Discuss with students the elements of a comic strip, such as characters, setting, and plot using pictures, captions, dialogue, and structure (i.e., very few panels!).
4. Remind students that in *Max Einstein: Saves the Future*, Max finally finds out about her family.
5. Ask students to consider what would have happened if Max decided to create a wormhole/time machine to go back to meet her family. What would that be like? What might each person say? How might the reunion go?
6. Have students create a comic strip answering these questions on the reproducible with a partner or independently. Pairs will determine together what they want to say in the comic. Here's the challenging part—the students must create a comic strip with only three panels!



## COMIC STRIP DIRECTIONS (CONTINUED)

7. Remind students they need to include:
  - Setting
  - Characters
  - Plot
  - Pictures
  - Dialogue
  - Color
  - Message
8. Allow time for students to plan out their comic strip on a piece of paper first. Remind them they can only use three panels, so they will need to be really specific with their thinking and their message!
9. Give students time to work on their comic strips using the reproducible *Max Returns Home*.
10. When students have finished, celebrate their hard work by creating a booklet of their comic strips! Ask younger classrooms if your students could visit to share their comic strips and talk about the process of finding a message (theme) in books! This would be a great way to build community within your school.

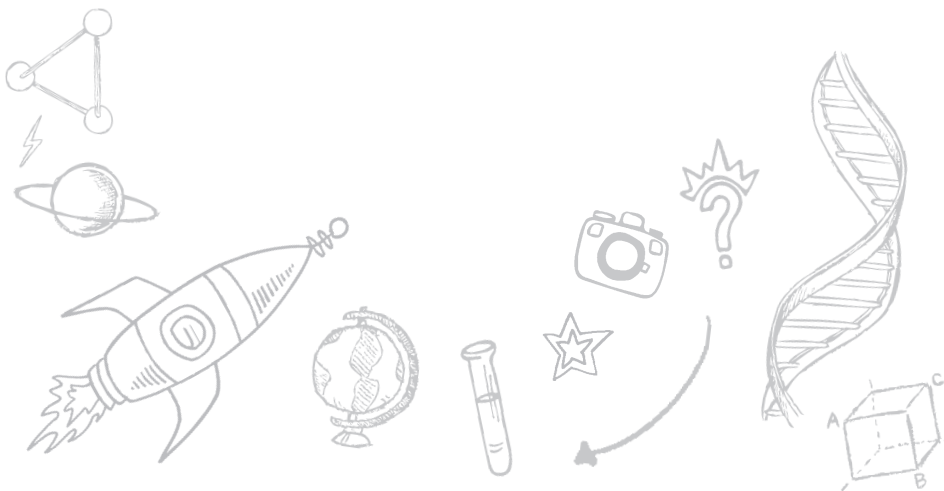
### Standards

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CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

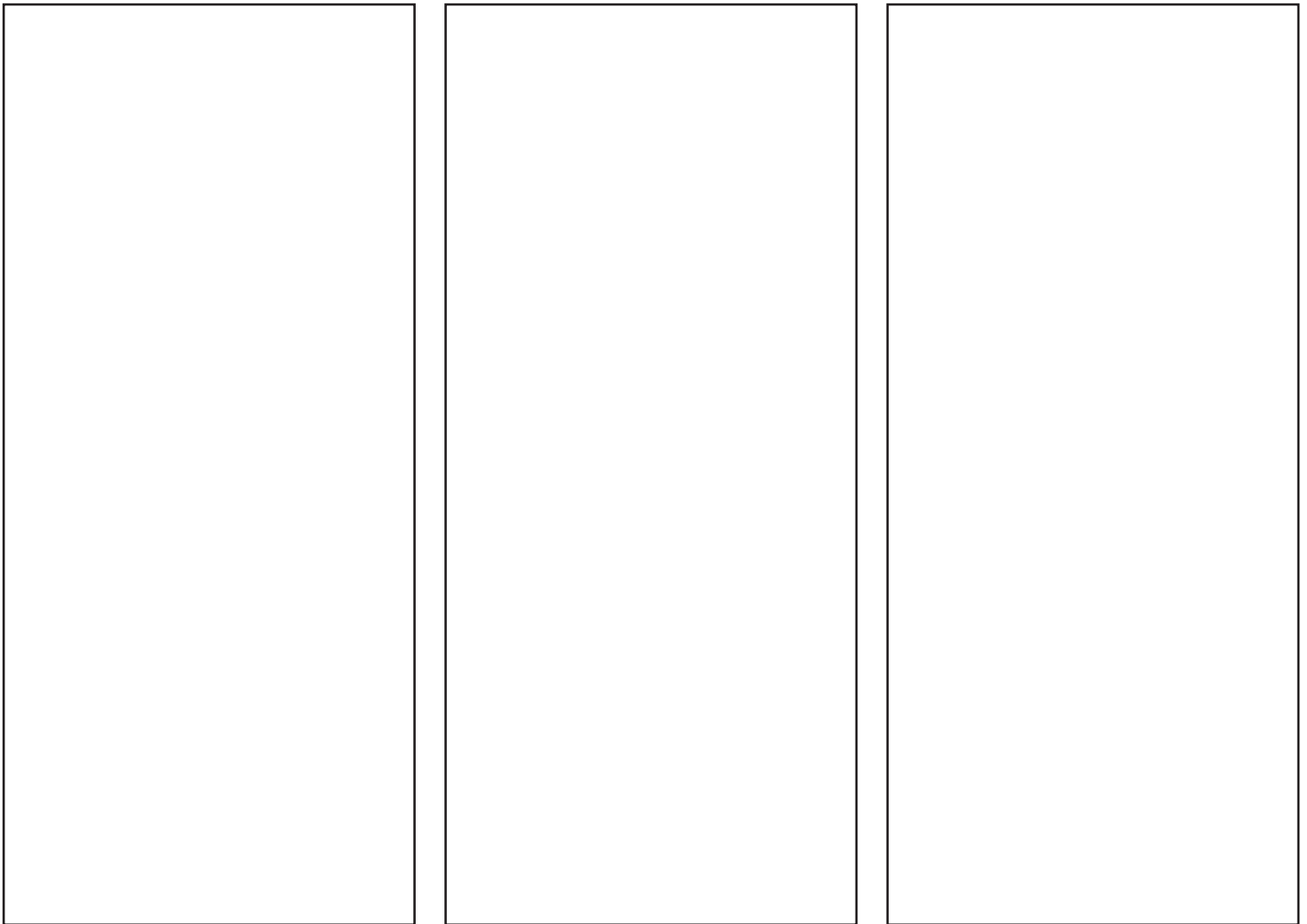


# Max Returns Home

Name \_\_\_\_\_

## Directions:

Using the boxes below, create a comic strip with only three panels about Max traveling back in time to meet her parents. Remember to include plot, dialogue, and pictures to describe this reunion.

Three empty rectangular boxes arranged horizontally, intended for a student to draw and write a comic strip about Max traveling back in time to meet her parents.

# Bustling Beyond The Book

## CONTRIBUTING TO YOUR COMMUNITY

**Max is constantly finding new and efficient ways of helping others. Have students be like Max and open their eyes to the needs of their own environment.**

Ask them questions such as:

- What might your school need?
- Are there needs in your community?

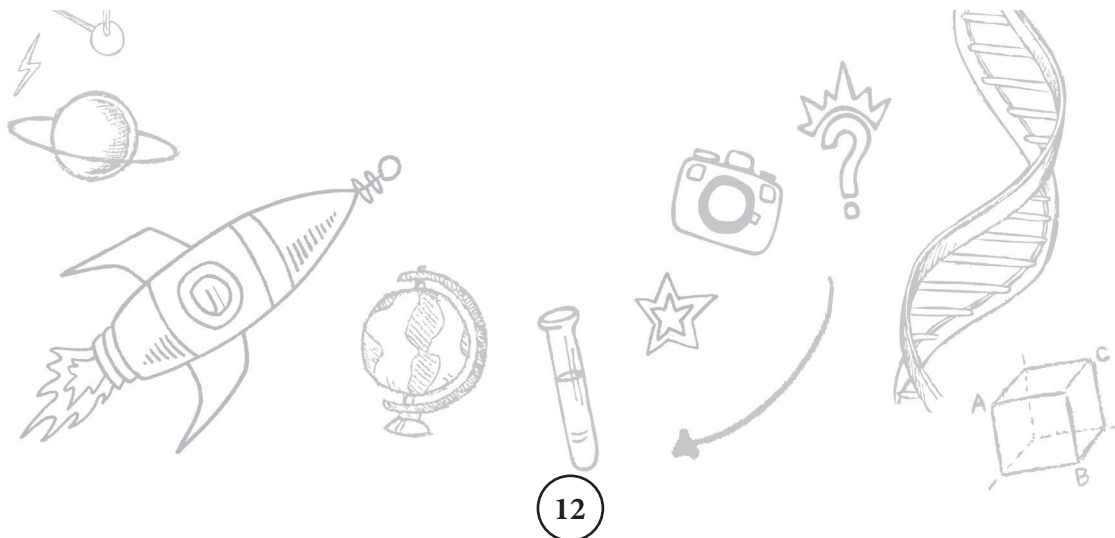
Make it personal and local. Challenge your students to find one way to help the school or community.

**Getting started is the best part! Have students use the following steps to begin the journey of helping others.**

- Brainstorm topics that you are passionate about (i.e., animals, helping others, sports, the environment, cooking, science)
- Research places around you that need your help. For example, the local animal shelter, the assisted living facility, a summer sports or science camp, or a musical choir.
- Make contact with the people who work there. Ask them how you can help! Can't find exactly what you're looking for? Create your own group or organization!
- Feel inspired and go out to help others!

Here are some websites to get students started.

- <https://www.brisbanekids.com.au/40-ways-for-kids-to-give-back-to-their-community/>
- <https://parenting.allwomenstalk.com/ways-children-can-volunteer-in-their-community/>
- <https://lauragraceweldon.com/2013/06/27/40-ways-kids-can-volunteer-toddler-to-teen/>
- <https://kidshealth.org/en/kids/volunteering.html>







## Discussion Questions

1. When Max wanted to return to her childhood home, she had to lie to Leo so he would drive her there. Is it ever okay to lie? What is the difference between a lie and a “little white lie?”
2. Do you believe some are born to lead while others are born to follow? What experiences have you had that would lead you to believe this?
3. How do you determine your organizational style? What are the pros and cons to that style when you are trying to complete work? For example, Hana uses a binder with colored tabs. Max brainstorms ideas.
4. Why is so much food thrown away?
5. Why are there expiration dates on food? How do they help some but hurt others?
6. How do your experiences shape who you are or who you are destined to be? Do they shape you at all? Could someone such as Von Hinkle be good? Explain.
7. Why would someone turn against another person? Some people on Max’s team turned against the people they worked with at CMI to help the Corp. Why would they do this? What might their thought process have looked like?
8. Would you give up friends knowing it was good for them but bad for you? Why or why not?
9. How does knowing about your past shape/change you? Does your past make you who you are today? If so, how? How might Max’s life be different if she didn’t go forward in time?
10. If money were not a concern, how would you make your school a better place? Your community? Your state? Your country? The world?
11. What characteristics do Max and her parents share? Do you share any characteristics with your own parents or guardian? How are you uniquely you?
12. If you could use a time machine, where would you go? Why there?
13. If you had a robot as a friend, how would you “use” it? Or would you just be friends and not use it to your advantage at all?



This guide was written by Room 228 Educational Consulting with public school teacher Michelle Assaad as lead teacher. We, like Max, love a good challenge. [www.rm228.com](http://www.rm228.com)

