

Title: *Access to Clean Water – Everyone's Right, Right?*

Study Guide Theme: Human Rights – Access to Clean Water

Featured Photos



The Well



Man Washing



Sorting Garbage

Overview:

In this lesson students will learn and understand what human rights are and that people should have a right to a clean environment and water. Also, that people should have easy access to clean water for drinking, bathing, cleaning and cooking. Students will compare their water situation with those who live in Africa. The students will also discover how filtration works so clean water is possible.

Grade level(s): 3rd grade

Subject(s): Science, Social Studies, Literacy

Corresponding National Standards:

[National Council for Social Studies \(NCSS\):](#)

- Standard 1-Culture
- Standard 3- People, Places, Environments
- Standard 7- Production, Distribution and Consumption
- Standard 9- Global Connections
- Standard 10- Civic Ideals and Practices

Common Core Literacy Standards:

[3rd Reading Information- 3.1, 3.2, 3.3 ,3.4, 3.6, 3.7, 3.9](#) [3rd grade Writing- 3.1A, 3.2 A-D, 3.7](#)
[3rd grade Speech and Listening- 3.1, 3.4](#)

Next Generation Science Standards:

[ESS3.A: Natural Resources](#)
[3-LS4-3 Biological Evolution: Unity and Diversity](#)

Corresponding Global Competency Skills:

1-Investigate the World

Globally competent students are aware, curious, and interested in learning about the world and how it works.

2-Recognize Perspectives

Globally competent students recognize that they have a particular perspective, and that others may or may not share it.

3-Communicate Ideas

Globally competent students can effectively communicate, verbally and non-verbally, with diverse audiences.

4-Take Action

Globally competent students have the skills and knowledge to not just learn about the world, but also to make a difference in the world.

(<https://asiasociety.org/education/what-global-competence>)

Specific Learning Targets:

I can...

Understand that humans have rights and have the right to clean accessible water.

Utilize information from three different text sources (book, on-line passages and photographs) and analyze the information from these sources to compare, contrast, predict and summarize.

Answer questions to show comprehension of a text.

Utilize a graphic organizer to gather text evidence.

Conduct experiments to explore observations and answer questions.

Essential Question(s)

What is a Human Right?

Is access to clean water a Human Right? Why or why not?

How is the water system in America different than those in Africa?

What happens to people/ animals that drink unclean water?

What is filtration?

How do people in other countries get and filter their water?

As a global citizen how can you take an active role to bettering other people's lives by providing access to clean water?

Specific Strategies and Activities by Grade Level:

Day 1- 30 to 45 minutes

The teacher will place two jugs of water in front of the room. (one clean water, the other dirty water) The teacher will ask these questions:

Which jug of water would you want to drink from? Why?

Is it a right or should it be a right to have access to clean water?

The teacher will read the children's book, **We Are All Born Free- The Universal Declaration of Human Rights in Pictures.**

The teacher will lead the students in a short discussion about the book.

What is a human right?

What are some human rights you learned about from the book?

Is access to clean water a human right? Should it be? Why?

The teacher will introduce the three photos (**Man Washing, The Well and Sorting Garbage**) through a photo analysis puzzle game:

Photos Analysis- Cut-up Photos:

Cut up 8 X10 photos of **The Well, Man Washing and Sorting Garbage** into 4-8 pieces. Divide students into groups based on the number of pieces from each picture puzzle. Give each student in a group one of the pieces. Have each student analyze the piece.

After they analyze each piece, have students join them together like a puzzle. Each group member can then share his or her observations with the group. Students may then create an overall written interpretation after uniting their individual pieces.

The teacher will have the photo posters up in the front of the room for students to analyze.

The teacher will ask questions to start a discussion about the photos.

What do you notice? What do you see that makes you say that?

Study each person and object in the picture. What can you tell based on these observations?

What are the people doing?

Describe the environment: What do you see? What would it be like to live here? What sounds would you hear? What would you smell?

What may have happened before this scene? What might happen after?

When a student makes an observation, ask the student how he or she knows that. For example, if the student says, "they are in the desert," ask "what do you see that makes you say that?" This will help focus the student's looking and allow the students to notice details and make assumptions about those details.

What does the photograph tell you about the life of these people?

Which jug of water do you think represents these pictures? Why?

Do these photos represent human rights in a positive way? Why?

Assessment of lesson:

The students will complete a [3-2-1 exit ticket](#). (3- things I learned today, 2 -things I found interesting and 1- question I still have)

Day 2- 30-45 minutes

The teacher will read aloud the story **The Water Princess** by Susan Verde. After reading the story the teacher will ask questions to check for students' understanding of the story and its connections to accessing clean water. Then the students will be asked to use details from the book to make connections with another story.

What is the problem for the people who live in the kingdom?

How does Gei Gei and her family get water?

How do you get your water?

Which jug of water do you think represents Gei Gei's water? Why?

Why does the Water Princess have to walk to get water every day?

What does Gei Gei's family do with the water after they bring it home?

Gei Gei dreams of bringing the water closer to home. Is there anything we could do as a school or community to help make that happen?

How does the photo of **The Well** compare with the story of **The Water Princess**?

Then have students read silently- **Abasi's Story -Before Clean Water and After Clean Water**. The teacher will ask questions about the stories.

Before Clean Water:

What do you think the stories will be about based on the titles?

What are some things that Abasi and his family worry about?

Why does Abasi's mother not have a paying job?

What would it feel like to have to miss school to go work?

What causes the water to make the village people sick?

What would it be like to be Abasi's sister/mother/father/brother?

Does the photo of the Man Washing compare to Abasi and his family? How?

After Clean Water:

Predict how the village is going to change if they get clean water? Name the changes.

How has life changed for Abasi's family and the village?

What about their Mother/Father?

Does Abasi's family still go to bed hungry?

What does Abasi's mother do now that she has more time?

Look at our previous predictions. Which ones were right? What other changes occurred?

The story of Abasi's can be found at:

<https://thewaterproject.org/resources/download/TheWaterProject-TeachingGuide-K5.pdf>

(pp-10-11).

Assessment for the lesson:

The students will then work with a partner to complete a T-chart comparing the two stories. (The Water Princess and Abasi's Before and After Clean Water)

Students will first discuss with their partner and then share their answers with the class. Teacher will compile the answers on a larger chart in the front of the room.

Link for the T-chart:

<http://www.readwritethink.org/files/resources/printouts/T-Chart.pdf>

Day 3- 60-90 minutes

The teacher will introduce the day's lesson by asking the students to think about how they can help solve the unclean water crisis? Referring to the two jugs of water ask; How can we make this dirty water clean? List student responses. If a student does not bring up filtering the water, introduce that concept-filtering, term and definition to the students. Ask the students to describe ways we can filter the water?

The teacher will provide materials for small groups of students to conduct a science experiment where they can make a filter and then test it. Students will complete the experiment and then write down their findings on a science reporting sheet. The teacher will assess the science reporting sheet using the rubric on the sheet.

Link for the experiment directions and materials:

https://www.compassion.com/multimedia/Explorer_Craft_Clear-The-Way.pdf

See corresponding document: [Science reporting form](#).

Learning extension activity: (30-45 minutes)

Think-Pair-Compare:

Teacher writes the quote on the board- **Good water- good life, poor water-poor life, No water- no life by Sir Peter Blake.**

The teacher will ask the students to read the quote quietly to themselves and think of what it means. Then the students will be paired with a classmate to discuss their thoughts and compare ideas on how this quote applies to the topic of access to clean water using the three photos from the previous activities. Each pair will be asked to share what the quote is saying on a post-it note. The students will post their notes around the quote. The teacher will share the post-it note responses.

The students will then, with their partner, write their own quote about the right to clean and accessible water and illustrate a picture to go with it.

Materials:

Two jars of water- (one clean, one dirt), T-chart handout, Posters- **The Water Well, Man Washing and Sorting Garbage** , Book- The Water Princess, copies of Abasi's Story, materials for science experiment and science lab reporting sheet/rubric.

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