

SDG 6 Children's Book Assignment

Standards:

- RL.2: Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- W.3: Write narratives to develop real/imagined experiences or events using effective technique, well-chosen details, & well-structured events.
- W.4: Use digital tools and resources to produce and publish writing and to interact and collaborate with others.
- SL.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing..
- L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style.

Your Project: With your Water Awareness Team, choose ONE of the SDG 6 Targets to write a children's book that educates and creates awareness about that Target. You may choose to create a straight informational story, or a story that brings to light certain issues through criticism - that would be called satire.

- **Satire:** the use of humor, irony, exaggeration, or ridicule to expose and criticize people's stupidity or vices, particularly in the context of contemporary politics and other topical issues. Satire is used in **many** works of literature to show foolishness or vice in humans, organizations, or even governments - it uses sarcasm, **ridicule**, or **irony**. For example, satire is often used to effect political or social change, or to prevent it.

SDG 6 - Clean Water and Sanitation Targets:

- Target 6.1: Safe and Affordable Drinking Water
- Target 6.2: End open defecation and provide access to sanitation and hygiene
- Target 6.3: Improve water quality, wastewater treatment and safe reuse
- Target 6.4: Increase water-use efficiency and ensure freshwater supplies
- Target 6.5: Implement integrated water resources management
- Target 6.6: Protect and restore water-related ecosystems
- Target 6.7: Expand water and sanitation support to developing countries
- Target 6.8: Support local engagement in water and sanitation management

What you are required to do:

- Research your topic.
- Complete the SDG 6 Children's Book Planning Guide that clearly defines the following:
 - Objective of your children's book - what is the theme of the story?
 - Images and illustrations you plan to use
 - Draft of text for each page
- Write the children's book using [Book Creator](#)
 - [PDF Instructions](#)
 - [Video Tutorial](#)
- Present book to class for peer review
- Read book to elementary students (ages 8-10)

Guidelines:

- Create a plot that has a clear beginning, middle and end. Use the [plot structure diagram](#) to guide you.
- You must include a theme or lesson to your story.
- You must include some [figurative language](#): metaphor, simile, personification, imagery, symbolism, etc.
- You do not have to use actual people in your story - you can make it allegorical by using animals, objects, robots, etc. (you might want to look on Book Creator first to see what kind of images they provide)
- Story must be a minimum of 20 pages, with images and text on each page. Groups of 5 must have 25 pages. Each person can be responsible for 5 pages - on the planning sheet, write the person's name who is responsible for each page.
 - Page 1** = Cover page
 - Last 2 pages** (not included in the 20 pages of the story) = Must include an educational summary paragraph that identifies and provides a brief explanation for the SDG 6 Target your book is about, and a Works Cited page (separate from summary paragraph page)

SDG 6 Children's Book Planning Worksheet

To plan your children's book, please complete the following:

Team Members:	Team Name:
Which SDG 6 Target are you focusing on? (Write number and the description) •	Objective of your story: What theme or lesson would you like to convey? •
List of Characters: •	What figurative language would you like to use? Highlight all that apply: <ul style="list-style-type: none"> • Similes • Metaphors • Personification • Imagery • Symbolism
Plot and Illustrations Create an outline of your story by listing ideas, text, images/illustrations you will put on each page. Plan your story using the plot structure diagram	
Cover page: Person responsible:	
Page 2: Person responsible:	Page 3: Person responsible:
Page 4: Person responsible:	Page 5: Person responsible:
Page 6: Person responsible:	Page 7: Person responsible:
Page 8: Person responsible:	Page 9: Person responsible:
Page 10: Person responsible:	Page 11: Person responsible:
Page 12: Person responsible:	Page 13: Person responsible:
Page 14: Person responsible:	Page 15: Person responsible:
Page 16:	Page 17:

Person responsible:	Person responsible:
Page 18: Person responsible:	Page 19: Person responsible:
Page 20: Person responsible:	Page 21: Person responsible:

***add more pages if you are a group of 5, or your group has a longer book.**

****Remember the last page of the book** must include an educational paragraph that identifies and provides a brief explanation for the SDG 6 Target your book is about.

SDG 6 Children's Book Rubric

Standard	Distinguished 90-100	Strong 80-89	Proficient 70-79	Minimal 60-69	Not Demonstrated 59 or below
THEME: RL.2: Develops one or more themes that convey analysis over the course of story.	Expertly presents and incorporates the theme/lesson of the story with excellent focus on the SDG 6 - Clean Water & Sanitation Goal.	Strongly presents and incorporates the theme/lesson of the story with strong focus on the SDG 6 - Clean Water & Sanitation Goal.	Adequately presents and incorporates the theme/lesson of the story with some focus on the SDG 6 - Clean Water & Sanitation Goal.	Minimally presents and incorporates the theme/lesson of the story with little focus on the SDG 6 - Clean Water & Sanitation Goal.	Does not present and incorporate the theme/lesson of the story with little to no focus on the SDG 6 - Clean Water & Sanitation Goal.
CHARACTERIZATION: RL.3: Analyze how and why individuals, events, or ideas develop and interact in text.	Superior portrayal of characters and their interactions.	Strong portrayal of characters and their interactions.	Proficient portrayal of characters and their interactions.	Minimal portrayal of characters and their interactions.	Does not accurately portray characters and their interactions.
NARRATIVE WRITING: W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. L.2: Demonstrate command of the conventions of standard English.	Expertly creates a smooth progression of experiences or events with a creative, original plot that is sophisticatedly tied to the SDG 6 Goal ; excellent structure and logic with clear beginning, middle and end structure; few, if any, grammar or spelling errors.	Creates a progression of experiences or events with a strong plot connected to the SDG 6 Goal ; consistent structure and logic with mostly clear beginning, middle and end structure; minor grammar and/or spelling errors	Creates an inconsistent progression of experiences or events with an adequate plot structure and logic somewhat connected to SDG 6 Goal ; somewhat follows beginning, middle and end structure; grammar and/or spelling errors.	Creates an inconsistent progression of experiences or events with a minimal plot structure and logic minimally connected to the SDG 6 Goal ; struggles to follow beginning, middle and end; frequent grammar and/or spelling errors.	Little to no connection between ideas and events with no plot structure or logic and little to no connection to the SDG 6 Goal ; no clear beginning, middle and end; many grammar and/or spelling errors.
L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style.	Expertly incorporates meaningful and symbolic figurative language, precise words and phrases, details, and sensory language to convey a vivid picture of the experience	Incorporates meaningful and symbolic figurative language, words and phrases, details, and sensory language to convey a clear picture of the experience	Proficiently incorporates figurative language, words and phrases, details, and sensory language to mostly convey a picture of the experience	Minimally incorporates figurative language, words and phrases, details, and sensory language; inconsistent in conveying a picture of the experience	Very little or no specific details, figurative language, words and phrases, details, and sensory language; does not convey a picture of the experience
W.4: Use digital tools and resources to produce and publish writing and to interact and collaborate with others. SL.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Expertly creates digital story incorporating illustrations that enhance the theme and message of the story, as related to the SDG 6 Goal. Distinguished presentation to the audience.	Creates digital story incorporating illustrations that represent the theme and message of the story, as related to the SDG 6 Goal. Strong presentation to the audience.	Proficiently creates digital story incorporating illustrations that somewhat convey the theme and message of the story, as related to the SDG 6 Goal. Adequate presentation to the audience.	Minimally creates digital story incorporating illustrations that enhance the theme and message of the story, as related to the SDG 6 Goal. Struggles in presentation to the audience - disorganized.	Digital story does not incorporate illustrations that represent the theme and message of the story, as related to the SDG 6 Goal. Does not present to the audience.