

## Children's Book

**Duration:** one or two 90-minute class periods, or may serve as an assessment (either take-home or in-class)

**Description:** The product in this activity is a student-generated book that explains course content at a level a very young child would understand. It requires students to

- Read information from textbooks and other sources
- Identify the main idea and important facts and details
- Summarize that information in easy-to-understand language
- Conceptualize and create graphics that emphasize critical content and create reader interest

Here is an example of how instructions for a children's book might be written:

You have been hired as a junior writer for a major publishing company that focuses on children's books. Your first task is to create a book that describes life on the American Great Plains in the late 1800s. The topics you must include are:

- Impact of white settlement on Native Americans
- Rise of cattle ranching in the West
- Response of the American government to the westward movement
- Reasons for rise of the Populist Party

Use the content in your textbook and two other sources. One of the other two sources may from the Internet. One source must be primary; the other must be secondary.

To create your book, take one piece of construction paper and two pieces of 8 ½ by 11 white paper. Lay the white paper on the construction paper, and position the bundle in landscape orientation. fold the entire bundle over, creating a booklet with a front and back cover (construction paper) and eight blank pages in the interior.

Write an engaging title and create the cover to the book. Then, use two pages each to discuss the four topics listed above. You may include up to two 5-7-sentence paragraphs using YOUR OWN WORDS at a level that would be EASY TO UNDERSTAND for a very young child.

On each interior page, you must include ONE GRAPHIC. It may be a

- Map
- Cartoon
- Chart, or
- Illustration

**Your grade will be determined using this rubric:**

<b>Text</b>	Text does an excellent job addressing key points and is written in students' own words. It is at the appropriate reading level. It is engaging and creative.	<b>90-100</b>
	Text does a good job addressing key points and is almost entirely written in students' own words. It is at the appropriate reading level. It is fairly engaging and creative.	<b>80-89</b>
	Text does an inconsistent job addressing key points. The student has borrowed language from other sources. It is at a reading level approximately correct for the specified age group. It is modestly engaging and creative.	<b>70-79</b>
	Text does a poor job addressing key points. Language is heavily borrowed from other sources. The reading level is either too difficult or too easy. It is not engaging or creative.	<b>0-69</b>

<b>Graphics</b>	There is an engaging graphic on the cover that conveys what the book is about. All graphics are maps, cartoons, charts, or illustrations. There are a variety of graphics. There are graphics for all four sections. Graphics illustrate key concepts. Graphics are of superior quality.	<b>90-100</b>
	There is a graphic on the cover that conveys what the book is about. Most graphics are maps, cartoons, charts, or illustrations. There is a limited variety of graphics. There are graphics for most sections. Graphics inconsistently illustrate key concepts. Graphics are of good quality.	<b>80-89</b>
	There is no graphic on the cover, or the graphic does not convey what the book is about. Graphics are maps, cartoons, charts, or illustrations. There is a very limited variety of graphics. There are graphics for some sections. Graphics poorly or inconsistently illustrate key concepts. Graphics are of low quality.	<b>70-79</b>
	Graphics are missing. or There is no graphic on the cover, or the graphic does not convey what the book is about. Graphics are of unapproved types. There is a no variety of graphics. Graphics are unrelated to key concepts. Graphics are of extremely low quality.	<b>0-69</b>

Text Score	Plus	Graphics Score/divided by 2	Equals	Your Score
	+	/	=	

**Comments:**