

#CleanWater Project Overview	
Driving Question	<i>How does access to clean water change the lives of people around the world?</i>
Project Summary	Students will learn about the challenges with accessing clean water in different communities around the world and throughout history by reading A Long Walk to Water , various articles about the water crisis in Flint, MI, Oakland, CA and in select countries in Africa. The culminating product will be a social media post and a persuasive essay responding to the driving question with three clear examples.
Core Academic Content	<p>CCSS.ELA-LITERACY.W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-LITERACY.W.6.1.A</p> <p>Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>CCSS.ELA-LITERACY.W.6.1.B</p> <p>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>CCSS.ELA-LITERACY.W.6.1.C</p> <p>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>CCSS.ELA-LITERACY.W.6.1.D</p> <p>Establish and maintain a formal style.</p> <p>CCSS.ELA-LITERACY.W.6.1.E</p> <p>Provide a concluding statement or section that follows from the argument presented.</p> <p>CCSS.ELA-Literacy.RL.6.10</p>

	By the end of the year (summer), read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Deeper Learning Success Skills (To be Taught and Assessed)	<p>Critical Thinking/Problem Solving</p> <ul style="list-style-type: none"> • Evaluate information, evidence, and ideas from multiple sources and perspectives • Support their hypothesis, position, or claim with substantial evidence and logical reasoning • Reflect on their process and quality of their work and plan next steps accordingly 	
	<p>Direct One's Own Learning</p> <ul style="list-style-type: none"> • Seek out challenges that lead to growth • Identify the future relevance and value of the work that they take on • Set goals and keep track of their progress • Take initiative in the direction and management of their work 	
Success Skills, continued	<p>Collaboration</p> <ul style="list-style-type: none"> • Contribute relevant knowledge, skills, and ideas to others involved in the work. • Seek and build on a range of ideas from others. 	<p>Communication</p> <ul style="list-style-type: none"> • Identify their target audience and their relevant characteristics • Make their message clear, accessible, and useful to their audience • Use a variety of media, including writing and speaking, to communicate with an audience • Choose a mode of communication that fits their purpose and audience • Consider feedback from reliable sources and respond appropriately to questions, critiques, counter-arguments, and suggestions

		<ul style="list-style-type: none"> • Offer respectful, specific, and helpful feedback to others
	<p>Develop Academic Mindsets</p> <ul style="list-style-type: none"> • Set goals and keep track of their progress • Take initiative in the direction and management of their work • Put effort into their work and persist despite difficulties • Recognize what they do not know or understand about their work and use learning strategies that help 	
Products	<p>Individual:</p> <ul style="list-style-type: none"> • Persuasive Essay: Well researched with at least 3 clear, evidenced based examples • “Instagram post” <ul style="list-style-type: none"> ◦ Hand-draw (at first) ◦ Depicting how the characters from <u>A Long Walk to Water</u> were impacted by their lack of access to clean water • “Social Media Post” <ul style="list-style-type: none"> ◦ Students will create a #hashtag for their post ◦ Post will include informational paragraph ◦ Visual illustrate one or more examples from the informational paragraph i.e. a drawing, a collage, an infographic, a map, a timelapse video, etc. 	
	<p>Team:</p> <ul style="list-style-type: none"> • Class posters/ t-charts elaborating on how access to water, or lack thereof, impacts people’s lives. 	
Making Products Public (Exhibitions + Expert critiques)	<p>“Social Media Post” Exhibition</p> <p>All pieces of work will be tangible at first, which will lend itself to posting on walls throughout the summer for all community members to see. Additionally, if teachers or Site Directors want to create an Instagram Account using their Aim High email, the 6th graders campaign can be published online.</p> <p>Additionally, share photos of student work with curriculum@aimhigh.org.</p>	

Resources Needed (Equipment, Materials, Facilities, Community Resources)	<p><u>Equipment</u>: Class set of laptops to read online articles, listen to audiobooks, watch videos, and post “social media posts”.</p> <p><u>Materials</u>: Class set of <i>A Long Walk to Water</i>, folders for articles read and notetakers used and completed throughout the summer, colored pencils, construction paper, etc.</p> <p><u>Community Resources</u>:</p>
Reflection Methods	<ul style="list-style-type: none"> • “Instagram Post” reflecting on the impact of not having access to clean water for Nya and Salva (<u><i>A Long Walk to Water</i></u>) • Classroom discussions – reflecting on water crisis in Flint and Oakland • Self-evaluation of informational paragraph based on writing rubric

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