

Children's Book

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Overview:

For this assignment, you (the group) will be taking the research you did in your second assignment and compiling it to create a children's book on your topic with your group. Your target audience will be 7 year olds and your goal is to explain your topic in a way that your audience can understand it.

Due Dates:

- Outline, Gantt Chart and Group Contract for Conferences:
- Draft for Peer Review: 4/7
- Due Date: 4/22
- Presentations: 4/29 onward
- Reflection/Evaluation: 5/11

Part 1: Write the Thing

You get this part. Self-explanatory.

Part 2: Presentations

Your group will create a **20-minute presentation** on your project. Your presentations should give us an idea of what the final product looks like, as well as outline the process that went into creating the book, including the rhetorical choices that you made (what information did you include, what information did you cut and why, why did you present the information the way you did, why did you present the illustrations the way you did, etc.). Think back to the first two assignments of the semester (Rhetorical Analysis, 1 Paper, 3

Audiences) to assist you in thinking about and creating your presentation.

Part 3: Group Work Evaluation/Reflection Assignment:

This short, low-stakes reflection will serve two purposes. First, it will allow me to hear your feedback on your group members. Second, it will give you a space for reflection on your own participation in the grant project. **Only I will be reading this reflection.** I will not share any of this information with your group mates.

You will first evaluate the effort put in by each of your group members. Did they follow the group contract that you outlined at the beginning of this project? Did they do the level of work that was agreed to in the Gantt chart? Be honest here. I will use these evaluations to assess individual grades for the project. (If you worked alone, you will skip this part and write a 300-500 word reflection.)

Next you will reflect and evaluate yourself. Did you follow the group contract and put in the level of work agreed to in the Gantt chart? Did you put the best quality of work forward while completing this project? What did you do well? What could you have done differently to improve your writing process and product during this project? Be honest and thoughtful in your reflection. **Your self-reflection alone will not affect your grade on the project.**

Group Work Breakdown:

Since this is a group project, the grading is slightly different. You will receive a group grade on the project as a whole, which will serve as a base grade for your individual score. Your group members will be evaluating the effort you put into this project and I will keep those evaluations in mind when assigning individual grades at the end of this unit. You will be creating a Gantt chart (timeline of due dates plus duration of activity and who is in charge of that

activity) and writing a group contract for this project. If you do not hold up your end of the contract (ie, you do not communicate, you miss group meetings, you skip class when I give group time to work, you do not do the work you agreed to do, etc.), I will ask you to complete this entire project individually.

Group Contract:

The way you write your group contract and the specifics of that contract is up to you. All group members must negotiate reasonable terms for the contract and sign the contract, indicating agreement. The group contract should take at least the following into consideration:

- What grade are you aiming for?
- What will the group's primary method of communication be? (Text, email, phone calls, WhatsApp, etc.) DO NOT use Snapchat as those messages are not permanent.
- How quickly can group members respond to communication? Take into mind communication type, and other obligations you might have outside of this project such as work, or family obligations. Also consider if you'd like communication time to remain the same over the weekends vs. weekdays.
- What means will the group use primarily to work collaboratively outside of class? Will the group meet face-to-face? Will the group use technology such as GoogleMeet or Skype to simulate face-to-face meetings? Will the group use Google Docs or Cloud-based Microsoft Word to edit documents collaboratively? Will the editing process be synchronous or asynchronous?

Timeline/Gantt Chart:

A Gantt chart, commonly used in project management, is one of the most popular and useful ways of showing activities (tasks or events) displayed

against time. On the left of the chart is a list of the activities and along the top is a suitable time scale. Each activity is represented by a bar; the position and length of the bar reflects the start date, duration and end date of the activity. This allows you to see at a glance:

- What the various activities are and who will be working on them
- When each activity begins and ends
- How long each activity is scheduled to last
- Where activities overlap with other activities, and by how much
- The start and end date of the whole project

While a grant proposal typically asks for a Gantt Chart of the project itself, I am asking you to create a Gantt chart for the completions of the activities you must complete for this assignment. **LOOK AT THE CLASS SCHEDULE FOR DUE DATES AND STEPS IN THIS PROJECT.** There are some smaller steps that I have asked you to complete that you should include on this Gantt Chart.

Your Gantt Chart is how you will make sure that your group members are participating equally and how you will evaluate your group members when the project is completed.

You can find a template online, or create your own.

Things to Consider for your story:

Area A: Text

1. What is the plot of your story?
2. The text of a children's book is usually organized into simple sentences and short paragraphs. How will you convey a complex topic in a simplified way? What information does a 7-year-old audience need?
3. Children's book authors often employ literary tools to help make the story

more vivid in the readers' minds. Commonly used literary tools are rhythm, alliteration, repetition, refrains, onomatopoeia, simile, personification, rhyme, and imagery.

4. Using a question or other device can help move the reader to the next page.

Area B: Illustrations

1. Some picture books have an illustration on the front cover that presents the main conflict or point of the story. What will your cover look like?
2. What is the primary medium (collage, drawings, photographs, etc.) to be used in the illustrations?
3. What will the illustrations look like (color, size on page, location on page, etc.)?
4. How will your illustrations help develop the story as a whole?
5. What elements will repeat throughout a majority of the illustrations to guide readers through your story?

Area C: Characterization

1. What will be the easily identifiable dominant trait of the story's main character?
2. What character traits of the main character will be established through the text?
3. What character traits of the main character will be established through the illustrations?
4. Will your audience be able to identify or sympathize with your main character?
5. What will be the main problem that the main character faces in the book? How is this problem similar to a problem that most children have faced before?

6. How will the character in your story solve the main conflict?

Resources for Planning:

[ReadWriteThink's Story Mapping Tool](#)

[ReadWriteThink's Plot Diagramming Tool](#)