

MAKE MY OWN COUNTRY (LEVEL 2)

Description	Learners will design their own country focusing on the geographical features and cultural features. They will then design and conduct a citizenship text for their first citizen!
Leading Question	How are countries and their culture formed?
Total Time Required	5 hours over 5 days
Supplies Required	Paper, Pen, Colours (Preferred to have an Atlas / Globe for reference)
Learning Outcomes	<ol style="list-style-type: none"> 1. Understanding of the impact of a country's location and climate on elements of culture, vegetation and animal life 2. Understanding animal adaptations 3. Design of maps and representation of geographical and political features
Previous Learning	It is preferred for learners to know some of these facts about their own countries including: the map of their country, the geographical features, the climate, the vegetation etc.

DAY 1

Today you will work on the first page of your country book.

Suggested Duration	Activity and Description
5 minutes	<ul style="list-style-type: none"> You will design your own country and all its features. You can imagine anything you want, but it all has to make logical sense. You will work towards designing a study book and a question paper as an immigration test for someone trying to become a citizen of your imagined country.
45 minutes	<ul style="list-style-type: none"> Page 1 of the study booklet: Start by drawing a full geographical representation map of your country by answering some of the key questions. Keep in mind that these choices will determine the food, clothing and culture of their country.

EAA welcomes feedback on its projects in order to improve, please use this link:

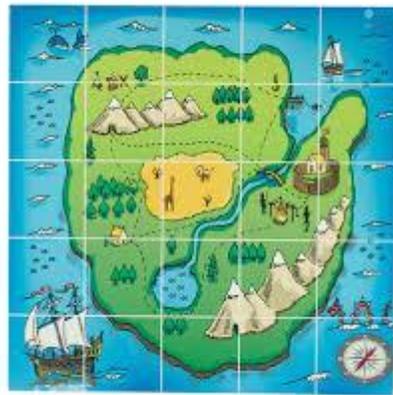
<https://forms.gle/LGAP9k17fMyJrKJN7>

- Where on Earth is your country located? Which of the 7 continents (North America, South America, Africa, Asia, Europe, Australia and Antarctica) is it in? Is it in the southern or northern hemisphere? Is it close to the Equator (the line that equally divides the globe into two hemispheres and is at 0-degree latitude) or either of the North or South Pole?



- Is it an island e.g. New Zealand, landlocked (other landmasses on either side) e.g. Afghanistan

Island example:



Landlocked:



- What are the neighboring countries or oceans?
- What are the major geographical features in the country e.g. mountains, rivers, lakes, deserts, tropical forest etc.? Learners will need to mark, label and name these e.g. Goger Lake, Mala Mountain etc.
- Name your own country, pick and name a capital city and design the shape of the country based on their preference.

15 minutes

- Make a map of your country on a plain paper marking and labeling the neighboring countries, adjacent water bodies, the country, the capital, the geographical features.

DAY 2

Today you will explore and create national food for your country based on vegetation and climate.

Suggested Duration	Activity and Description
5 minutes	<ul style="list-style-type: none"> ● You will determine what the climate of their country is based on the geographical location e.g. a country close to the equator will have tropical weather which is hot and humid ● What are the main seasons and weather in your country e.g. is it snowy, dry, raining, hot etc.? What is the biggest natural disaster that happens in your country e.g. floods, heat waves, snowstorms etc.
30 minutes	<ul style="list-style-type: none"> ● Page 2 of the study booklet: Draw a depiction of the different seasons and weather conditions that you have chosen and label with a short description of each of the seasons and the natural disaster that they have chosen
30 minutes	<ul style="list-style-type: none"> ● Page 3 of the study booklet: The crops (plants we can eat or sell for money) that are available in the country will be the ingredients for a national dish. Write the name of the national dish, draw an image of it, write the list of ingredients and steps of the recipe

DAY 3

Today you will choose the national dress of your country and the national festival of your country.

Suggested Duration	Activity and Description
5 minutes	<ul style="list-style-type: none"> ● To design the national dress of your country based on the weather and climate, some questions to think about are: <ul style="list-style-type: none"> - What is the climate like so what kind of clothing is required e.g. a hot place with direct sunlight, people might need to be covered to

	<p>avoid sunburn but wear light colours that do not absorb the heat and light fabrics?</p> <ul style="list-style-type: none"> - Depending on the weather elements, what kinds of clothes make more sense? In deserts with a lot of dust and wind, people usually wear clothes that cover their head and hair – similarly in places with a lot of rain many of the clothes are up to the ankle to avoid getting wet in puddles
30 minutes	<ul style="list-style-type: none"> ● Page 4 of the study booklet: Let your imagination run free with the design and colours that are worn and draw the national dress and give it an appropriate name. Describe your thinking behind the clothing. If you are interested, you can design winter and summer wear. ● Design the flag of their imagined country. Think of the flag of your existing country, it usually has different colours, shapes and symbols or national symbolism e.g. the stars in the US flag represent the original states of the Union, the colours of the French flag represent the values of liberty, equality and fraternity, or the nine serrated (zig-zag) edges of the Qatari flag represent it's inclusion as the 9th member of Persian Gulf Reconciled Emirates etc.
20 minutes	<ul style="list-style-type: none"> ● Page 5 of the study booklet: Draw and colour your flag and explain the colours, shapes and symbols used and the significance

DAY 4

Today you will design the national animal for your country

Suggested Duration	Activity and Description
10 minutes	<ul style="list-style-type: none"> ● When designing your own animal, you will need to draw it, describe what this animal is on the food chain, share it's anatomical and behavioral features that help it adapt to the specific climate and context ● Describe 1-2 animals you know based on the questions listed below and then do the same for their imagined animal. ● The imagined animal can also be a cross or an extension of an existing animal if they chose to. Some of the questions to answer include: <ul style="list-style-type: none"> - What is the name of the animal? - Is it an air, water or land animal? - Is it a domestic or wild animal?

	<ul style="list-style-type: none"> - Is the animal a carnivore or an herbivore? E.g. a rabbit is a herbivore eating plants and is prey to a predator such as lion that is a carnivore - What are the physical features of the animal that help it adapt to the climate, geography and predators e.g., has a hoof which protects against the hot sand and fur that can help in the colder winters in the desert; a camel stores water for long periods of time because it is not readily available, camouflage colour or sleeping standing to run away from predators, thick tongue to help it eat leaves with thorns etc. - What are the specific traits and characteristics of the animal e.g. what does it do in the harsh weather: migration or hibernation; where does it live: in a tree or grasslands; how does it care for its young: hatch eggs etc.
10 minutes	<ul style="list-style-type: none"> ● Numeracy extension: <ul style="list-style-type: none"> - If 4 lions lived in a forest and consume a total of 10 deer per month, how many deer does one lion eat per month? - If a rabbit runs at a speed of 10 km per hour, how far can it go in 1.5 hours? (Hint: multiply 10 by 2).
40 minutes	<ul style="list-style-type: none"> ● Page 6 of the study booklet: Draw your imagined animal and then write a paragraph describing the animal answering all the questions above

DAY 5

Today you will design the question and answer paper for a citizenship test.

Suggested Duration	Activity and Description
20 minutes	<ul style="list-style-type: none"> ● Write 10 questions based on everything you designed about your imagined country and assign marks/points to each question. For example: <ol style="list-style-type: none"> 1. What is the national animal of X? (1 point) 2. What makes this national animal different? (2 points) etc. ● Determine how many marks people need to get on the test to pass.
20 minutes	<ul style="list-style-type: none"> ● Share the study booklet with any member of your family and ask them to study or present the information to them.
10 minutes	<ul style="list-style-type: none"> ● Ask your family members to sit for the test and grade the test by giving the family member marks. ● Do they pass and can they become the first citizens of your country?

ASSESSMENT CRITERIA

- Design of the map
- Understanding of weather and climates on vegetation, animal adaptations and clothing
- Logical progression and explanations and justifications of their choices
- Innovativeness of design and choices
- Clarity of thought and presentation of the study booklet
- Ability to summarize the information for the question test

MODIFICATIONS FOR SIMPLIFICATION

- Learners can work on adaptations of their own country for each of the different categories
- Learners can remove the activities related to vegetation and crops if they do not have this background information