

MAKE MY OWN COUNTRY (LEVEL 3)

Description	Learners will design their own country focusing on the geographical features and cultural features. They will produce a study book about their imagined country. 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 anatomical and behavioral adaptations 3. Able to design of maps and representation of geographical and political features 4. Understanding what it takes to create a new country 5. Understanding the features which create a national identity (national flag, national animal, national food, national dress etc) 6. Understanding what is involved in becoming a citizen of a country by naturalization
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 for your imagined country and a question paper as an immigration test for someone trying to become a citizen of your imagined country.

45 minutes

- 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.
 - 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 or a peninsula (surrounded by water on most of its borders but connected to the land on one side) e.g. India

Island



Landlocked:



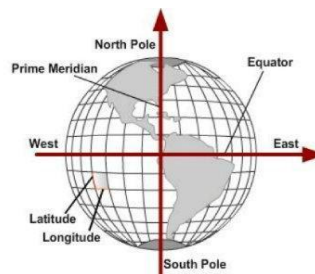
Peninsula



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

15 minutes

- Numeracy extension: Draw a grid, which includes the X axis which is the longitude lines and the Y axis which is the latitude lines. Learners can locate and mark some important cities on (3, 5) and (6, 2) and (2, 4)



source: <https://www.proprofs.com/quiz-school/story.php?title=latitude-longitude-practice-1>

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

- You will determine the climate of your country based on the geographical location, physical structure, and physical features that you marked in your country. For example: a country close to the equator will have tropical weather, which is hot and humid, a country with a jungle will get a lot of rain etc.
- 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.

20 minutes

- Page 2 of the study booklet:** Draw a depiction of the different seasons and weather conditions that you have chosen with a short description of each of the seasons and the natural disaster that you have chosen.
- Example of a depiction for a season and weather condition.

Season/ Natural disaster	Illustration (Drawing of scenery)	Short description
Winter		A white blanket of snow covering the tress, ground and houses
Natural disaster		

- Draw a depiction of the different seasons and weather conditions for your imagined country.


Season	Drawing	Short description

20 minutes

- **Page 3 of the study booklet:** Based on the chosen geography and climate, what is the main vegetation in their country? What are the main crops that grow e.g. that require less or more rain, more sunlight etc. e.g. rice requires more water, apples grow in cooler climates etc.
- Draw the main vegetation crop in the seasonal elements.

30 minutes

- **Page 4 of the study booklet:** The crops 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.
- Example of a national dish:

Netherlands National Dish		
Stamppot		Ingredients: <ul style="list-style-type: none"> • Mashed potato • Vegetables • Smoked sausages

- Design the national dish for your imagined country

- National dish of imagined country X

Name of national dish	Image of dish	Ingredients and steps of creating 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

- To design the national dress of your country, you can research what is most appropriate for the weather and climate. Some questions to think about?
 - What is the climate like – and what kind of crops grow that can be used to design fabric e.g. cotton, silk, wool etc.
 - 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 avoid sunburn but wear light colours that do not absorb the heat and light fabrics.
 - 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

- **Page 5 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.

- Example of a Country Dress based on weather and climate

Dressing in Canada		
Summer		Summer is hot and humid
Winter		Winter in Canada is freezing cold with loads of snow

- Design the National Dress for your imagined country and describe the reason behind the clothing
- National Dress for the imagined country



Season	Design of dressing	Reasons behind the clothing
Summer dressing	Drawing	
Winter dressing	Drawing	

- Design the flag of your 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 its inclusion as the 9th member of Persian Gulf Reconciled Emirates etc.

20 minutes

- **Page 6 of the study booklet:** Draw and colour your flag and explain the colours, shapes and symbols used and the significance.
- Examples of country flags

Country	Explanation and significance
 <p>Uganda flag</p>	<ul style="list-style-type: none"> ● Black symbolizes African heritage and the fertile soil of Uganda ● Yellow symbolizes the sunny days characteristic of Uganda ● Red symbolizes red blood which forms a common bond to all humankind ● The crested crane is the National Bird of Uganda
 <p>Botswana flag</p>	<ul style="list-style-type: none"> ● The light blue background symbolizes the sky and water a scarce and precious commodity in Botswana ● The central black stripe and its white bordering stripe symbolizes that black and white people can live together in peace ● The black and white stripes also represent the stripes of the zebra, the National Animal of Botswana

- Draw the flag for your imagined country and give explanations for its colours, shapes, symbols and their significance.

Drawing of flag	Explanation and significance

10 minutes

- Numeracy extension: assume that 30% of the country wears the national dress, how would you represent this number in decimals or fractions? Assume that each lion eats the same number of deer.
- If 7/10 of the homes have a national flag, how would you represent this number in a percentage and a decimal? Hint: distance = speed x time

DAY 4

Today you will design the national animal for your country

Suggested Duration

Activity and Description

10 minutes

- 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:
 - What is the name of the animal?
 - Is it an air, water or land animal?
 - Is it a domestic or wild animal?
 - 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

- Numeracy extension:
 - If 4 lions lived in a forest and consumed 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?

40 minutes

- **Page 7 of the study booklet:** Draw your imagined animal and then write a paragraph describing the animal answering all the questions above.
- Example of a national country animal:

National Animal for Australia	Anatomical and behavioural adaptations
	<p>The National Animal for Australia is the Red Kangaroo. The red kangaroo has the following adaptation to the desert habitat:</p> <ul style="list-style-type: none"> ● Always travel and feed in mobs as a protective measure from predators ● Are active mainly at dawn and dusk ● During hot weather, lick their forearms, which promotes heat loss by evaporation ● Young ones are carried in a pouch. This increases the chances of the young surviving ● The red fur, reflects 30% of sunlight- helping them to cool in the hot desert ● Hopping saves energy ● Their intestine reabsorb water as it passes through makes good use of the little water available ● The male fight for dominance in a mob and the female only mate with the dominant male <p>Source: https://venngage.net/p/111751/red-kangaroo-adaptations-tess-kane</p> <p>The Red Kangaroo was chosen as Australia's National Animal because it cannot move or jump backwards</p>

	signifying Australia's determination to move forward as a nation.
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- National animal for imagine country:

National Animal for imagined country	Anatomical and behavioural adaptations
<i>Drawing</i>	

DAY 5

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

Suggested Duration

Activity and Description

20 minutes

- Example of a citizenship test:

The United States naturalization test has 20 questions. One must answer at least 12 questions to pass to become a United States citizen

Sample questions:

Name one of the two longest rivers in the United States?

What is the highest court in the United States?

What ocean is on the East Coast of the United States?

- Write 10 questions based on everything you designed about your imagined country and assign marks/points to each question. For example:
 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

- Share the study booklet with any member of your family and ask them to study or present the information to them.

10 minutes

- 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