

## MAKE MY OWN COUNTRY (LEVEL 1)

<b>Description</b>	Learners will design their own country focusing on the geographical features and cultural features. They will produce a study booklet about their imaginary country. They will then design and conduct a citizenship test for their first citizen!
<b>Leading Question</b>	How are countries and their cultures formed?
<b>Total Time Required</b>	~ 5 hours over 5 days
<b>Subjects</b>	Social Sciences, Numeracy, Literacy
<b>Resources Required</b>	Paper, Pen, Colors (Preferred to have an Atlas / Globe or a world map for reference)
<b>Self-guided/ Supervised activity</b>	Supervised (Medium)
<b>Learning Outcomes</b>	By the end of this project, learners will be able to: <ol style="list-style-type: none"> <li>1. Identify important elements to create a new country</li> <li>2. Identify the features which create a national identity (national flag, national animal, national food, national dress etc)</li> <li>3. Design maps and representation of geographical and political features</li> <li>4. Identify what is involved in becoming a citizen of a country by naturalization</li> </ol>
<b>Previous Learning</b>	<ul style="list-style-type: none"> <li>• Know basic categorization of animals.</li> <li>• Be exposed to seeing a map and countries, the geographical features, the climate, the vegetation etc.</li> <li>• Know about mountains, rivers, lakes, oceans and deserts and know how to depict them.</li> </ul>




**DAY 1-** Today you will work on the first page of your country book.


<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>20 minutes</b>	<p><b>Warm-up: Activate prior knowledge:</b></p> <ul style="list-style-type: none"> <li>• Discuss with a partner about what makes a country a country.</li> <li>• Make a list of all the important features that make a country.</li> <li>• You will design your own country and all its features. The country's features will include a defined territory (an area within borders), a national dress, a national dish, a national flag, a national animal). You will have to design a citizenship test to be used to provide citizenship to your imaginary country.</li> </ul>

	<ul style="list-style-type: none"> <li>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 about your imaginary country and a question paper as an immigration test for someone trying to become a citizen of your imaginary country.</li> </ul>
45 minutes	<p><b><u>Page 1 of the study booklet: A map:</u></b></p> <ul style="list-style-type: none"> <li>To start drawing a map of your imaginary country, answer some of the key questions: <ul style="list-style-type: none"> <li>Where on Earth is your imagined country located?</li> <li>Is it an island or landlocked?</li> <li>What are the neighboring countries or oceans?</li> <li>Your imagined country should have at least 2 geographical features such as mountains, rivers, lakes, deserts, tropical forest etc.</li> </ul> </li> <li>Keep in mind that these choices will determine the food, clothing and culture of your imaginary country.</li> <li>Name your own imaginary country, pick and name a capital city and design the shape of the country based on your preference.</li> <li>Make a map of your imaginary country on a plain paper and label the neighboring countries, adjacent water bodies, the country, the capital, and the geographical features.</li> <li>You can represent the imaginary country in a shape that you choose or a combination of 2-3 shapes e.g. square with a triangle on top and a circle on the side, etc. (Numeracy extension)</li> </ul>

**DAY 2-** Today you will explore and create national food for your imagined country based on vegetation and climate.



Suggested Duration	Activity and Description
35 minutes	<p><b><u>Page 2 of the study booklet: Climate/seasons:</u></b></p> <ul style="list-style-type: none"> <li>You will determine the climate of your imaginary country <ul style="list-style-type: none"> <li>What are the main 3-4 seasons and weather in your imaginary country? e.g. winter, monsoon, summer, spring, autumn, etc</li> </ul> </li> </ul>

	<p>- What is the biggest natural disaster that happens in your imaginary country? Natural disasters are extreme events that are caused by the natural processes of the earth e.g. floods, heat waves, snowstorms, etc.</p> <ul style="list-style-type: none"> <li>• Draw a depiction of the different seasons and weather conditions that you have chosen and label them. Also illustrate the natural disaster and the consequences of it. e.g. water logging and rain during a flood.</li> <li>• Example of a depiction for a season and weather condition</li> </ul> <table border="1" data-bbox="446 569 1409 1010"> <thead> <tr> <th data-bbox="451 575 769 642">Season/ Natural disaster</th> <th data-bbox="774 575 1089 642">Illustration (Drawing of scenery)</th> <th data-bbox="1094 575 1404 642">Short description</th> </tr> </thead> <tbody> <tr> <td data-bbox="451 648 769 863">Winter</td> <td data-bbox="774 648 1089 863">  </td> <td data-bbox="1094 648 1404 863">A white blanket of snow covering the trees, ground and houses</td> </tr> <tr> <td data-bbox="451 869 769 1010">Natural disaster</td> <td data-bbox="774 869 1089 1010"></td> <td data-bbox="1094 869 1404 1010"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Draw a depiction of the different seasons and weather condition for your imaginary country</li> </ul> <table border="1" data-bbox="446 1150 1409 1341"> <thead> <tr> <th data-bbox="451 1157 769 1192">Season</th> <th data-bbox="774 1157 1089 1192">Drawing</th> <th data-bbox="1094 1157 1404 1192">Short description</th> </tr> </thead> <tbody> <tr> <td data-bbox="451 1199 769 1234"></td> <td data-bbox="774 1199 1089 1234"></td> <td data-bbox="1094 1199 1404 1234"></td> </tr> <tr> <td data-bbox="451 1241 769 1276"></td> <td data-bbox="774 1241 1089 1276"></td> <td data-bbox="1094 1241 1404 1276"></td> </tr> <tr> <td data-bbox="451 1283 769 1318"></td> <td data-bbox="774 1283 1089 1318"></td> <td data-bbox="1094 1283 1404 1318"></td> </tr> </tbody> </table>	Season/ Natural disaster	Illustration (Drawing of scenery)	Short description	Winter		A white blanket of snow covering the trees, ground and houses	Natural disaster			Season	Drawing	Short description									
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30 minutes	<p><b>Page 3 of the study booklet: National dish:</b></p> <ul style="list-style-type: none"> <li>• Design a national dish of your imaginary country. Write the name of the dish, draw an image of it, write the list of ingredients and steps to create the recipe.</li> <li>• Example of a national dish</li> </ul>																					

Netherlands National Dish		
Stamppot		<b>Ingredients:</b> <ul style="list-style-type: none"> <li>● Mashed potato</li> <li>● Vegetables</li> <li>● Smoked sausages</li> </ul>
<ul style="list-style-type: none"> <li>● Use this table to fill in information about the national dish for your imaginary dish:</li> <li>● National dish of imagined country X</li> </ul>		
<ul style="list-style-type: none"> <li>● Add the total number of ingredients in the dish. (Numeracy extension)</li> </ul>		

**DAY 3-** Today you will choose the national dress and the national flag of your imaginary country.



Suggested Duration	Activity and Description
5 minutes	<p><b><u>Page 4 of the study booklet: National dress:</u></b></p> <ul style="list-style-type: none"> <li>● Design the national dress of your country based on the weather and climate.</li> <li>● Think about some questions before you start:               <ul style="list-style-type: none"> <li>- What type of clothing would be required depending on the climate? e.g. a hot place with direct sunlight, people might need to be covered to avoid sun-burn</li> <li>- 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</li> </ul> </li> </ul>

	that cover their head and hair										
<b>30 minutes</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Example of a Country Dress based on weather and climate</li> </ul>										
	Dressing in Canada										
	Summer										
	Winter										
	<ul style="list-style-type: none"> <li>Design the National dress for your imaginary country and describe the reason behind the clothing. Draw a table and fill in the information about your national dress.</li> </ul>										
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**30 minutes**

**Page 5 of the study booklet: National flag:**

- Design the flag of your imaginary country. Think of the flag of your existing country, it usually has different colors, shapes and symbols or national symbolism e.g. use colors that represent happiness or peace, shapes that represent hope, etc.
- Draw and color your flag and explain the colors, 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"> <li>● Black symbolizes African heritage and the fertile soil of Uganda</li> <li>● Yellow symbolizes the sunny days characteristic of Uganda</li> <li>● Red symbolizes red blood which forms a common bond for all humankind</li> <li>● The crested crane is the National Bird of Uganda</li> </ul>
 <p>Botswana flag</p>	<ul style="list-style-type: none"> <li>● The light blue background symbolizes the sky and water – a scarce and precious commodity in Botswana</li> <li>● The central black stripe and its white bordering stripe symbolizes that black and white people can live together in peace</li> <li>● The black and white stripes also represent the stripes of the zebra, the National Animal of Botswana</li> </ul>

- Draw the flag for your imaginary country and explain your color choices, shapes, symbols and their significance.

Drawing of flag	Explanation and significance

**DAY 4-** Today you will design the national animal for your country

Suggested Duration	Activity and Description
15 minutes	<p><b><u>Page 6 of the study booklet: National animal:</u></b></p> <ul style="list-style-type: none"> <li>● Design a national animal for your imaginary country.</li> <li>● The imaginary animal can also be a cross or an extension of an existing animal if you choose so.</li> <li>● Describe 1-2 animals you know based on the questions listed below and then do the same for your imaginary national animal. <ul style="list-style-type: none"> <li>- What is the name of the animal?</li> <li>- Is it an air, water or land animal?</li> <li>- Is it a domestic or wild animal?</li> <li>- Is the animal a carnivore or an herbivore? E.g. A rabbit is a herbivore; a lion is a carnivore.</li> <li>- Give your animal an interesting physical feature and explain its purpose e.g. a long neck like a giraffe to eat leaves from tall trees or a skin color like a lizard that camouflages into the surroundings making it hard for predators to see etc.</li> <li>- Give your animal an interesting trait or personality and describe its function e.g. a deer sleeps with their eyes open to be able to see a lion when it comes, a bear hibernates and sleeps through the winter because it's too cold etc.</li> </ul> </li> </ul>
45 minutes	<ul style="list-style-type: none"> <li>● Consider the 3 animals (2 existing animals and 1 imagined animal) (numeracy extension) and respond with the mathematical function of greater and smaller than for: <ul style="list-style-type: none"> <li>- Which animal is bigger?</li> <li>- Which animal is stronger?</li> <li>- Which animal is faster?</li> </ul> </li> <li>● Draw your imaginary animal and then write a paragraph describing the animal answering all the questions above. Write a few words or sentences giving reasons for choosing the imaginary animal as the National animal for your imaginary country.</li> <li>● Example of a country's national animal</li> </ul>

	<p>Australia's national Animal</p> 	<p>Description of animal and reason for choice as the National Animal</p> <p>The National Animal for Australia is the Red Kangaroo,</p> <ul style="list-style-type: none"> <li>● It is a native animal of Australia</li> <li>● It has two fore limbs with small claws and two muscular hind-limbs</li> <li>● It has a strong tail often used to create a tripod when standing upright</li> <li>● It is a herbivore, primarily grazing on grasses</li> <li>● It cannot walk or jump backwards</li> <li>● It is able to swim.</li> <li>● It moves on land by jumping, moving its hind legs together, in water, it kicks each hind leg independently to swim.</li> <li>● The Red Kangaroo was chosen as Australia's National Animal because it cannot move or jump backwards signifying Australia's determination to move forward as a nation</li> </ul>	
<ul style="list-style-type: none"> <li>● Draw the imaginary national animal for your imaginary country, describe your imaginary animal and the reasons for choosing it as the national animal.</li> </ul>			
<p><b>National Animal for imagined country</b></p> <p>Drawing</p>		<p><b>Description of animal and reason for choice as the national animal</b></p>	



**DAY 5-** Today you will design the questions-and-answers for a citizenship test.

Suggested Duration	Activity and Description
30 minutes	<p><i>Tip: An individual usually does a citizenship test to check whether they know important things about the country they are going to become a part of.</i></p> <ul style="list-style-type: none"> <li>Write 5 questions based on everything you designed about your imaginary country and assign marks/points to each question. For example:               <ol style="list-style-type: none"> <li>What is the national animal of this country? (1 point)</li> <li>What makes this national animal different? (2 points) etc.</li> </ol> </li> <li>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:               <ol style="list-style-type: none"> <li>Name one of the two longest rivers in the United States?</li> <li>What is the highest court in the United States?</li> <li>What ocean is on the East Coast of the United States?</li> </ol> </li> <li>Determine how many marks people need to get on the test to pass.</li> </ul>
30 minutes	<ul style="list-style-type: none"> <li>Share the study booklet you designed with members of your family and ask them to study or present the information to them. After this, do the test with your family member and give them marks and add these up.</li> <li>Do they pass and can they become the first citizens of your country?</li> <li>Organize a citizenship ceremony for those who pass the citizenship test to take the Oath of Allegiance.</li> </ul>

<p><b>Additional Enrichment activities</b></p>	<ul style="list-style-type: none"> <li>Arts and Crafts: Replace the written map with a hands-on art activity. Provide materials such as coloured paper, craft foam, and stickers, and have learners create a 3D model of their imagined country. They can cut out shapes, glue them together, and decorate their model with markers or other art supplies.</li> <li>Show and Tell: Invite learners to bring in an object or drawing representing their country and give a brief presentation to their classmates. This can be a flag, a drawing of the national animal, or any other visual representation of their country.</li> <li>Role-Play: Organize a role-play activity where learners pretend to go through the citizenship process. Create simple citizenship test questions that focus on the national symbols and features they have designed.</li> </ul>
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<b>Modifications for Simplification</b>	<p>Assign roles such as immigration officer, citizen applicant, and spectators to make the activity interactive and engaging.</p> <ul style="list-style-type: none"> <li>● Group Collage: Divide learners into small groups and provide them with magazines, scissors, and glue. Have each group create a collage showcasing different aspects of their imagined country, such as food, landscapes, clothing, and animals. Display the collages around the classroom or create a classroom exhibition.</li> <li>● Cultural Dance or Song: Teach learners a simple cultural dance or song that represents their imagined country. They can practice the dance moves or sing the song together as a class, fostering a sense of cultural appreciation and unity.</li> <li>● Flag Parade: Organize a flag parade where learners create and wave their own flags representing their imagined country. Play music and encourage them to march around the classroom or schoolyard, proudly displaying their flags.</li> </ul>
	<ul style="list-style-type: none"> <li>● Learners can work on adaptations of their own country for each of the different categories</li> <li>● For younger learners, they can draw the animal and write the name – parents can help them write the other characteristics for the animals based on the questions</li> <li>● Learners can remove the day 4 animal adaptations activities</li> </ul>

## ASSESSMENT CRITERIA

By the end of the project, most of the learners were able to:

- Design a booklet that describes their imaginary country using creative ideas.
- Identify the impact of weather and climate on vegetation, animal adaptations and clothing choice.
- Justify choices and ideas using Logic.
- Demonstrate Innovativeness of design and choices.
- Present and communicate the information on the booklet with family members.
- Summarize the information to produce a citizenship test.