

MAKE MY OWN COUNTRY (ALL AGES)

Ages 4 to 7 (Level 1)

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| 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? |
| Age group: | 4 – 7 years |
| Subjects: | Geography, Social Sciences, Literacy |
| Total time required: | 5 hours over 5 days |
| Self-guided / Supervised activity: | Medium |
| Resources required: | Paper, Pen, Colours (Preferred to have an Atlas / Globe for reference) |

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| Learning outcomes | <ul style="list-style-type: none"> • Understanding what it takes to create a new country • Understanding the features which create a national identity (national flag, national animal, national food, national dress etc) • Able to design of maps and representation of geographical and political features • Understanding what is involved in becoming a citizen of a country by naturalization |
| Required previous learning | <ul style="list-style-type: none"> - Learners will need to know basic categorization of animals - Learners should have been exposed to seeing a map and countries - Learners should know about mountains, rivers, lakes, oceans and deserts and know how to depict these |
| Inspiration | |

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| Topics/concepts covered and skills developed | <ul style="list-style-type: none"> • Physical territory • Geographical features • Design of maps and representation of geographical and political features • Climate and seasons • Human activities and seasons • National dish |
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- National flag
- National animal
- Citizenship test
- Critical thinking, creativity and drawing skills
- Interviewing and communication skills
- Design and drawing skills

| Day | Time | Activity and Description |
|-----|------------|--|
| 1 | 45 minutes | <p>Learners will design their 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) . The learner will have to design a citizenship test to be used to provide citizenship to his/her imagined country.</p> <p>They can imagine anything they want, but it all has to make logical sense. Learners will work towards designing a study book about their imagined country and a question paper as an immigration test for someone trying to become a citizen of their imagined country</p> <p>Page 1 of the study booklet: Learners will start by drawing a map of their imagined country by answering some of the key questions. Learners need to keep in mind that these choices will determine the food, clothing and culture of their imagined country.</p> <ul style="list-style-type: none"> - Where on Earth is your imagined country located? (If learners have access to a globe or a map they can look at the southern or northern hemisphere) - Is it an island or landlocked (other landmasses on either side)? - What are the neighboring countries or oceans? - Your imagined country should have at least 2 geographical features such as mountains, rivers, lakes, deserts, tropical forest etc.? |
| | 15 minutes | <p>Learners will name their own imagined country, pick and name a capital city and design the shape of the country based on their preference.</p> <p>Learners will make a map of their imagined country on a plain paper marking the oceans around or near the country, the capital city and two geographical features.</p> <p>Younger learners will draw the map of their imagined country and represent the geographical features with relevant colours and shapes; they can trace the name of the country. Older learners can label the name of the imagined country, the capital city and the geographical features</p> |

| | | Numeracy extension: Learners can represent the imagined country in a shape that they choose or a combination of 2 – 3 shapes e.g. a square with a triangle on top and a circle on the side etc. | | | | | | | | | | | | |
|-----------------------------|---|--|-----------------------------|-----------------------------------|-------------------|--------|---|---|------------------|--|--|--|--|--|
| 2 | 30 minutes | <p>Learners will explore and create the national food for their imagined country based on the vegetation and climate</p> <p>Learners will determine the climate of their imagined country</p> <ul style="list-style-type: none"> - What are the main 3 – 4 seasons and weather in your imagined country e.g. winter, monsoon, summer, spring, autumn etc.? - What is the biggest natural disaster that happens in your imagined country? Natural disasters are extreme events that are caused by the natural processes of the earth e.g. floods, heat waves, snowstorms etc. <p>Page 2 of the study booklet: Learners will draw a depiction of the 3 – 4 different seasons and weather conditions that they have chosen and label these. They will also illustrate the natural disaster and the consequences of it e.g. water logging and rain during a flood. Older learners can write a short description of each of the seasons and the natural disaster that they have chosen</p> | | | | | | | | | | | | |
| | 30 minutes | <p>Example of a depiction for a season and weather condition</p> <table border="1"> <thead> <tr> <th>Season/ Natural disaster</th> <th>Illustration (Drawing of scenery)</th> <th>Short description</th> </tr> </thead> <tbody> <tr> <td>Winter</td> <td></td> <td>A white blanket of snow covering the tress, ground and houses</td> </tr> <tr> <td>Natural disaster</td> <td></td> <td></td> </tr> </tbody> </table> | Season/ Natural disaster | Illustration (Drawing of scenery) | Short description | Winter |  | A white blanket of snow covering the tress, ground and houses | Natural disaster | | | | | |
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| | 20 minutes | <p>The learner will draw a depiction of the different seasons and weather condition for their imagined country</p> <table border="1"> <thead> <tr> <th>Season</th> <th>Drawing</th> <th>Short description</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Season | Drawing | Short description | | | | | | | | | |
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Page 3 of the study booklet: Learners will design the national dish of their imagined country. Learners will write the name of the national dish, draw an image of it, write the list of ingredients and steps of creating the recipe. Younger learners can draw the food and makeup and write a name for it.

Example of a National dish

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

Learner will design the national dish for his/her imagined country

National dish of imagined country X

| Name of national dish | Image of disk | Ingredients and steps of creating recipe |
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| | | |

Numeracy extension: Learners can add the total number of ingredients in their dish.

Learners can choose any number between 1 – 20 as the cost of making this dish e.g. 15. They will then think of 5 ways to come to the number 15 using the operations of addition and subtraction.

Tip: Learners can use pencils, spoons or any household objects to try different ways to add or subtract to the final number and then depict it as a mathematical function. Examples:

| | <p>Winter</p> |  | <p>Winter in Canada is freezing cold with a lot of snow</p> | | | | | | | | | |
|---|---|---|---|---------|------------------------------|--|---|---------|--|-----------------|---------|--|
| <p>Learners will design the National Dress for their imagined country and describe the reason behind the clothing</p> | | | | | | | | | | | | |
| <p>National Dress for the imagined country</p> | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th data-bbox="393 695 548 737">Season</th> <th data-bbox="548 695 886 737">Design of dressing</th> <th data-bbox="886 695 1398 737">Reasons behind the clothing</th> </tr> </thead> <tbody> <tr> <td data-bbox="393 737 548 919">Summer dressing</td> <td data-bbox="548 737 886 919">Drawing</td> <td data-bbox="886 737 1398 919"></td> </tr> <tr> <td data-bbox="393 919 548 1066">Winter dressing</td> <td data-bbox="548 919 886 1066">Drawing</td> <td data-bbox="886 919 1398 1066"></td> </tr> </tbody> </table> | | | | Season | Design of dressing | Reasons behind the clothing | Summer dressing | Drawing | | Winter dressing | Drawing | |
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| Summer dressing | Drawing | | | | | | | | | | | |
| Winter dressing | Drawing | | | | | | | | | | | |
| <p>Learners will also design the flag of their imagined country. For this, learners will think of the flag of their existing country, it usually has different colours, shapes and symbols or national symbolism e.g. use colours that represent happiness or peace, shapes that represent hope etc.</p> | | | | | | | | | | | | |
| <p>Page 5 of the study booklet: Learners must draw and colour their flag and can explain the colours, shapes and symbols used and the significance, for younger learners they limit this activity to drawing and coloring the flag</p> | | | | | | | | | | | | |
| <p>Examples of country flags</p> | | | | | | | | | | | | |
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| | |  <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 | | | | |
|-----------------|------------------------------|---|---|------------------------------|--|--|--|
| | | <p>The learner will draw the flag for his/her imagined country and give explanations for its colours, shapes, symbols and their significance.</p> | | | | | |
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| 4 | 15 minutes | <p>Learners will design the national animal of their country</p> <p>Learners will start with describing 2 animals that they know based on the list of questions below and thereafter answering all the same questions for an imagined animal</p> <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? - Is your animal an herbivore (e.g. a rabbit eating grass) or a carnivore (e.g. a lion eating a deer)? - 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 colour like a lizard that camouflages into the surroundings making it hard for predators to see etc. - 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. | | | | | |

| <p>45 minutes</p> | <p>The imagined animal can also be a combination or an extension of existing animals.</p> <p>Page 6 of the study booklet: Learners will draw their imagined animal and then write a paragraph describing the animal answering all the questions above. The learner will write a few words or sentences giving reasons for choosing the imagined animal as the National Animal for his/her imagined country</p> <p>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</p> <p>Example of a country National Animal</p> | | | | | |
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| <p>The learner will draw the imagined National Animal for their imagined country, describe their imagined animal and the reasons for choosing it as their Country Animal,</p> <p>National Animal for Imagined Country</p> <table border="1"> <tr> <th data-bbox="381 1711 738 1785">National Animal for imagined country</th> <th data-bbox="738 1711 1412 1785">Description of animal and reason for choice as the National Animal</th> </tr> <tr> <td data-bbox="381 1785 738 1858">Drawing</td> <td data-bbox="738 1785 1412 1858"></td> </tr> </table> | | National Animal for imagined country | Description of animal and reason for choice as the National Animal | Drawing | | |
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| Drawing | | | | | | |

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| | | <p>Numeracy extension: Learners will consider the 3 animals (2 existing animals and 1 imagined animal) and respond with the mathematical function of greater and smaller than for:</p> <ul style="list-style-type: none"> - Which animal is bigger? - Which animal is stronger? - Which animal is faster? |
| 5 | 30 minutes | <p>Learners will design the question and answer citizenship test and test a family member on their imagined country (For older learners we can explain the concept of a citizenship test)</p> <p>Tip: For an individual, usually a citizenship test is used to check whether they know important things about the country they are going to become a part of.</p> <p>Example of citizenship test</p> <p>The United States naturalization test has 20 questions. One must answer at least 12 questions to pass to become a United States citizen</p> <p>Sample questions:</p> <ol style="list-style-type: none"> 1. Name one of the two longest rivers in the United States? 2. What is the highest court in the United States? 3. What ocean is on the East Coast of the United States? 4.; |
| | 30 minutes | <p>Learners will need to write or trace 5 questions based on everything they designed about their imagined country and assign marks / points to each question e.g.</p> <ol style="list-style-type: none"> 1. What is the national animal of this country? (1 point) 2. What makes this national animal different? (2 points) etc. <p>Learners will determine how many marks people need to get on the test to pass</p> <p>Learners will now share the study booklet they designed with members of their family and ask them to study or present the information to them. After this they will do the test with their family member and give them marks and add these</p> <p>Do they pass and can they become the first citizens of your country?</p> <p>The learner will organize a citizenship ceremony for those who pass the citizenship test to take the Oath of Allegiance</p> |
| Assessment Criteria: | | <ul style="list-style-type: none"> - Design of the map - Understanding the impact of weather and climate on animal adaptations and clothing choice |

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| | <ul style="list-style-type: none"> - 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 citizenship test |
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| Inspiration: | |
| Additional enrichment activities: | |
| Modifications to simplify the project tasks if need be | <ul style="list-style-type: none"> - Learners can work on adaptations of their own country for each of the different categories - Learners can remove the day 4 animal adaptations activities |

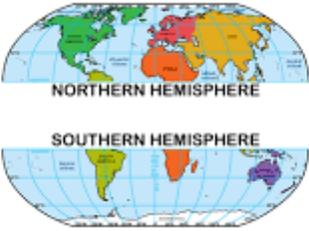
Ages 8 to 10 (Level 2)

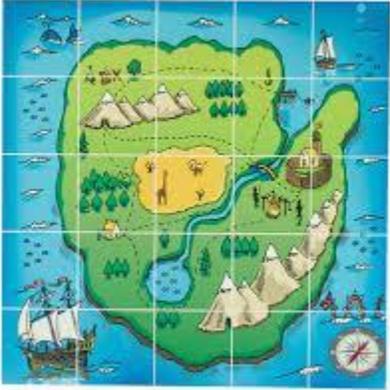
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| Description: | Learners will design their own country focusing on the geographical features and cultural features. They will produce a study book about their imagined country. They will then design and conduct a citizenship text for their first citizen! |
| Leading question: | How are countries and their culture formed? |
| Age group: | 8 – 10 years |
| Subjects: | Geography, Social Sciences, Literacy and Numeracy |
| Total time required: | 5 hours over 5 days |
| Self-guided / Supervised activity: | Medium |
| Resources required: | Paper, Pen, Colours (Preferred to have an Atlas / Globe for reference) |

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| Learning outcomes | <ul style="list-style-type: none"> • Understanding what it takes to create a new country • Understanding the features which create a national identity (national flag, national animal, national food, national dress etc) • Designing maps and representations of geographical and political features • Understanding what is involved in becoming a citizen of a country by naturalization • Understanding of the impact of a country's location and climate on elements of culture and animal life • Understanding animal adaptations |
| Required 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 |

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| Topics/concepts covered and skills developed | |
| <ul style="list-style-type: none"> • Physical territory • Geographical features • Design of maps and representation of geographical and political features • Climate and seasons • Human activities and seasons • Animal anatomical and behavioral adaptation • National dish • National flag • National animal • Citizenship test • Critical thinking, creativity and drawing skills • Interviewing and communication skills | |

- Design and drawing skills

| Day | Time | Activity and Description |
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| 1 | 45 minutes | <p>Learners will design their own country and all its features. The country features will include a defined territory (an area within borders), a national dress, a national dish, a national flag, a national animal) . The learner will have to design a citizenship test to be used to provide citizenship to his/her imagined country.</p> <p>They can imagine anything they want, but it all has to make logical sense. Learners will work towards designing a study book about their imagined country and a question paper as an citizenship test for someone trying to become a citizen of their imagined country</p> <p>Page 1 of the study booklet: Learners will start by drawing a full geographical representation map of their country by answering some of the key questions. Learners need to keep in mind that these choices will determine the food, clothing and culture of their country.</p> <ul style="list-style-type: none"> - 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?  <ul style="list-style-type: none"> - Is it an island e.g. New Zealand, landlocked (other landmasses on either side) e.g. Afghanistan <p>Island example:</p> |

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| | <p>15 minutes</p> |  <p>Landlocked:</p>  <ul style="list-style-type: none"> - 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. <p>Learners will also get a chance to name their own country, pick and name a capital city and design the shape of the country based on their preference.</p> <p>Learners will make a map of their country on a plain paper marking and labeling the neighboring countries, adjacent water bodies, their country, the capital, the geographical features.</p> <p>Tip: Learners can refer to an atlas, a globe or a world map if they have access to it. Alternatively, they can assume and imagine aspects that they do not previously know or have access to for example: make up the neighboring countries, the water bodies etc.</p> |
| <p>2</p> | | <p>Learners will explore and create the national dish of their country based on the vegetation and climate</p> <p>Learners will determine the climate of their country based on the geographical location e.g. a country close to the equator will have tropical weather which is hot and humid</p> |

| | <p>20 minutes</p> | <p>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.</p> <p>Page 2 of the study booklet: Learners will draw a depiction of the different seasons and weather conditions that they have chosen with a short description of each of the seasons and the natural disaster that they have chosen</p> | | | | | | | | | | | | | | | | | | | | | | | | |
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| | <p>30 minutes</p> | <p>Example of a depiction for a season and weather condition</p> <table border="1" data-bbox="394 644 1401 1157"> <thead> <tr> <th data-bbox="394 644 566 756">Season/ Natural disaster</th> <th data-bbox="566 644 907 756">Illustration (Drawing of scenery)</th> <th data-bbox="907 644 1401 756">Short description</th> </tr> </thead> <tbody> <tr> <td data-bbox="394 756 566 1008">Winter</td> <td data-bbox="566 756 907 1008">  </td> <td data-bbox="907 756 1401 1008">A white blanket of snow covering the trees, ground and houses</td> </tr> <tr> <td data-bbox="394 1008 566 1157">Natural disaster</td> <td data-bbox="566 1008 907 1157"></td> <td data-bbox="907 1008 1401 1157"></td> </tr> </tbody> </table> <p>The learner will draw a depiction of the different seasons and weather condition for their imagined country</p> <table border="1" data-bbox="394 1302 1401 1509"> <thead> <tr> <th data-bbox="394 1302 566 1344">Season</th> <th data-bbox="566 1302 907 1344">Drawing</th> <th data-bbox="907 1302 1401 1344">Short description</th> </tr> </thead> <tbody> <tr> <td data-bbox="394 1344 566 1386"></td> <td data-bbox="566 1344 907 1386"></td> <td data-bbox="907 1344 1401 1386"></td> </tr> <tr> <td data-bbox="394 1386 566 1428"></td> <td data-bbox="566 1386 907 1428"></td> <td data-bbox="907 1386 1401 1428"></td> </tr> <tr> <td data-bbox="394 1428 566 1470"></td> <td data-bbox="566 1428 907 1470"></td> <td data-bbox="907 1428 1401 1470"></td> </tr> <tr> <td data-bbox="394 1470 566 1509"></td> <td data-bbox="566 1470 907 1509"></td> <td data-bbox="907 1470 1401 1509"></td> </tr> </tbody> </table> <p>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. Learners will write the name of the national dish, draw an image of it, write the list of ingredients and steps of the recipe</p> <p>Example of a National dish:</p> | 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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| | | <p style="text-align: center;">Netherlands National Dish</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">Stampot</td> <td style="width: 40%; text-align: center;">  </td> <td style="width: 40%;"> <p>Ingredients:</p> <ul style="list-style-type: none"> ● Mashed potato ● Vegetables ● Smoked sausages </td> </tr> </table> <p>Learner will design the national dish for his/her imagined country</p> <p>National dish of imagined country X</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Name of national dish</th> <th style="width: 30%;">Image of dish</th> <th style="width: 45%;">Ingredients and steps of creating recipe</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> <td></td> </tr> </tbody> </table> | Stampot |  | <p>Ingredients:</p> <ul style="list-style-type: none"> ● Mashed potato ● Vegetables ● Smoked sausages | Name of national dish | Image of dish | Ingredients and steps of creating recipe | | | |
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| | | | | | | | | | | | |
| 3 | 30 minutes | <p>Learners will choose the national dress of their country as well as the national festival of their country</p> <p>To design the national dress of their country, learners can research what is most appropriate for the weather and climate, some questions to think about:</p> <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 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 <p>Page 4 of the study booklet: Learners can also let their imagination run free with the design and colours that are worn and draw the national dress and give it an appropriate name. Learners should describe their thinking behind the clothing. For learners that are interested, they can design winter and summer wear</p> | | | | | | | | | |

| 20 minutes | Example of a Country Dress based on weather and climate | | | | | | | | | | |
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| National Dress for the imagined country | | | | | | | | | | | |
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| Season | Design of dressing | Reasons behind the clothing | | | | | | | | | |
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| Winter dressing | Drawing | | | | | | | | | | |
| Learners will also design the flag of their imagined country. For this learners will think of the flag of their 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, | | | | | | | | | | | |

| | | <p>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.</p> <p>Page 5 of the study booklet: Learners must draw and colour their flag and explain the colours, shapes and symbols used and the significance</p> <p>Examples of country flags:</p> <table border="1"> <thead> <tr> <th data-bbox="394 468 737 510">Country</th> <th data-bbox="737 468 1399 510">Explanation and significance</th> </tr> </thead> <tbody> <tr> <td data-bbox="394 510 737 804">  <p>Uganda flag</p> </td> <td data-bbox="737 510 1399 804"> <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 for all humankind ● The crested crane is the National Bird of Uganda </td> </tr> <tr> <td data-bbox="394 804 737 1178">  <p>Botswana flag</p> </td> <td data-bbox="737 804 1399 1178"> <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 </td> </tr> </tbody> </table> <p>The learner will draw the flag for his/her imagined country and give explanations for its colors, shapes, symbols and their significance.</p> <table border="1"> <thead> <tr> <th data-bbox="394 1318 737 1360">Drawing of flag</th> <th data-bbox="737 1318 1399 1360">Explanation and significance</th> </tr> </thead> <tbody> <tr> <td data-bbox="394 1360 737 1503"></td> <td data-bbox="737 1360 1399 1503"></td> </tr> </tbody> </table> | 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 for 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 | Drawing of flag | Explanation and significance | | |
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| | | | | | | | | | | | | |
| 4 | 10 minutes | <p>Learners will design the national animal of their country</p> <p>When designing their own animal learners 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</p> <p>Learners will first describe 1-2 animal they know based on the questions listed below and then do the same for their imagined animal</p> | | | | | | | | | | |

| | <p>10 minutes</p> | <p>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:</p> <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? - 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. <p>Example of a country National Animal</p> | | | | |
|--|---|--|-------------------------------|---------------------------------------|--|---|
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| | | <p>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.</p> <p>Numeracy Extension: Word problems:</p> <ul style="list-style-type: none"> - If 4 lions live in a forest and consume a total of 10 deer per month, how many deer does one lion eat per month? Assume that each lion eats the same number of deer - If a rabbit runs at a speed of 10 km per hour, how far can it go in 2 hours? (hint: distance = speed x time) <p>Page 6 of the study booklet: Learners will draw their imagined animal and then write a paragraph describing the animal answering all the questions above</p> <p>National Animal for Imagined Country</p> <table border="1" data-bbox="394 903 1399 1411"> <thead> <tr> <th data-bbox="394 903 738 978">National Animal for imagined country</th> <th data-bbox="738 903 1399 978">Anatomical and behavioural adaptations</th> </tr> </thead> <tbody> <tr> <td data-bbox="394 978 738 1411">Drawing</td> <td data-bbox="738 978 1399 1411"></td> </tr> </tbody> </table> | National Animal for imagined country | Anatomical and behavioural adaptations | Drawing | |
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| National Animal for imagined country | Anatomical and behavioural adaptations | | | | | |
| Drawing | | | | | | |
| 5 | 20 minutes | <p>Learners will design the question and answer paper for a citizenship test</p> <p>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.</p> <p>Example of citizenship test</p> <p>The United States naturalization test has 20 questions. One must answer at least 12 questions to pass to become a United States citizen</p> | | | | |

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| | <p>20 minutes</p> <p>20 minutes</p> | <p>Sample questions:</p> <ol style="list-style-type: none"> 1. Name one of the two longest rivers in the United States? 2. What is the highest court in the United States? 3. What ocean is on the East Coast of the United States? 4.; <p>Learners will need to write 10 questions based on everything they designed about their imagined country and assign marks / points to each question e.g.</p> <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. <p>Learners will determine how many marks people need to get on the test to pass</p> <p>Learners will now share the study booklet they designed with any member of their family and ask them to study or present the information to them.</p> <p>Learners will ask family members to sit for the test and then grade the test by giving the family member marks Do they pass and can they become the first citizens of your country?</p> |
| <p>Assessment Criteria:</p> | <ul style="list-style-type: none"> - Design of the map - Understanding of the impact of weather and climates on animal adaptations and clothing choice - 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 | |

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| <p>Inspiration:</p> | |
| <p>Additional enrichment activities:</p> | |
| <p>Modifications to simplify the project tasks if need be</p> | <ul style="list-style-type: none"> - 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 |

Ages 11 to 14 (Level 3)

| | |
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| 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? |
| Age group: | 11 – 14 years |
| Subjects: | Geography, Social Sciences, Literacy and Numeracy |
| Total time required: | 5 hours over 5 days |
| Self-guided / Supervised activity: | Medium |
| Resources required: | Paper, Pen, Colours (Preferred to have an Atlas / Globe for reference) |

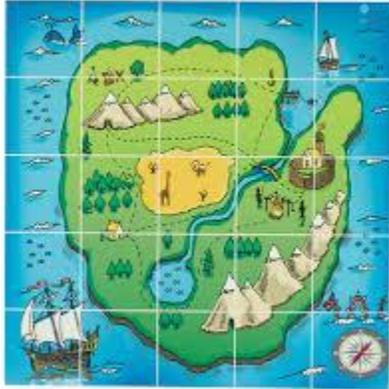
| | |
|-----------------------------|---|
| Learning outcomes: | <ul style="list-style-type: none"> • Understanding of the impact of a country's location and climate on elements of culture, vegetation and animal life • Understanding animal anatomical and behavioral adaptations • Able to design of maps and representation of geographical and political features • Understanding what it takes to create a new country • Understanding the features which create a national identity (national flag, national animal, national food, national dress etc) • Understanding what is involved in becoming a citizen of a country by naturalization |
| Required 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. |

| |
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| Topics/concepts covered and skills developed |
| <ul style="list-style-type: none"> • Physical territory • Geographical features • Design of maps and representation of geographical and political features • Climate and seasons • Human activities and seasons |

- National dish
- National flag
- National animal
- Citizenship test
- Critical thinking, creativity and drawing skills
- Interviewing and communication skills
- Design and drawing skills

| Day | Time | Activity and Description |
|-----|------------|---|
| 1 | 45 minutes | <p>Learners will design their own country and all its features. They can imagine anything they want, but it all has to make logical sense. Learners will work towards designing a study book about their imagined country and a question paper as an immigration test for someone trying to become a citizen of their imagined country</p> <p>Page 1 of the study booklet: Learners will start by drawing a full geographical representation map of their country by answering some of the key questions. Learners need to keep in mind that these choices will determine the food, clothing and culture of their country.</p> <ul style="list-style-type: none"> - 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?  <ul style="list-style-type: none"> - 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.

Learners will also get a chance to name their own country, pick and name a capital city and design the shape of the country based on their preference.

| | |
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| <p>15 minutes</p> | <p>Learners will make a map of their country on a plain paper marking and labeling the neighboring countries, adjacent water bodies, their country, the capital, the geographical features,</p> <p>Tip: Learners can refer to an atlas, a globe or a world map if they have access to it. Alternatively, they can assume and imagine aspects that they do not previously know or have access to for example: make up the neighboring countries, the water bodies etc.</p> <p>Extension: Learners can also add a compass scale and mark the longitude and latitude of their country</p> <p>Tip:</p> <ul style="list-style-type: none"> - The flat or horizontal lines that run through the Earth are lines of latitude. The Equator is the latitude line that divides the Earth into two hemispheres and is the 0-point latitude. Latitude lines north of the Equator are North Latitude and those South are South Latitude - The vertical lines that run up and down the Earth are the lines of longitude. The Prime Meridian divides the Earth into the Eastern and Western hemisphere. Those longitude lines that are to the right of the Prime Meridian are West and those to the right are East. <div data-bbox="662 1003 1133 1402" data-label="Image"> </div> <p>source: https://www.proprofs.com/quiz-school/story.php?title=latitude-longitude-practice-1</p> <p>Numeracy Extension: Learners can 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)</p> <p><i>In the case of a world map – this would imply (3-degree North/South, 5-degree West/East) and (6-degree North, 2-degree West) and (2-degree North/South, 4-degree West/East)</i></p> |
|-----------------------|---|

| 2 | <p>20 minutes</p> <p>20 minutes</p> <p>30 minutes</p> | <p>Learners will explore and create the national food for their country based on the vegetation and climate</p> <p>Learners will determine what the climate of their country is based on the geographical location, physical structure (island etc.), and physical features that they marked in their country e.g. 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.</p> <p>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.</p> <p>Page 2 of the study booklet: Learners will draw a depiction of the different seasons and weather conditions that they have chosen with a short description of each of the seasons and the natural disaster that they have chosen</p> <p>Example of a depiction for a season and weather condition</p> <table border="1" data-bbox="394 894 1401 1407"> <thead> <tr> <th data-bbox="394 894 566 1003">Season/ Natural disaster</th> <th data-bbox="566 894 906 1003">Illustration (Drawing of scenery)</th> <th data-bbox="906 894 1401 1003">Short description</th> </tr> </thead> <tbody> <tr> <td data-bbox="394 1003 566 1257">Winter</td> <td data-bbox="566 1003 906 1257">  </td> <td data-bbox="906 1003 1401 1257">A white blanket of snow covering the tress, ground and houses</td> </tr> <tr> <td data-bbox="394 1257 566 1407">Natural disaster</td> <td data-bbox="566 1257 906 1407"></td> <td data-bbox="906 1257 1401 1407"></td> </tr> </tbody> </table> <p>The learner will draw a depiction of the different seasons and weather condition for their imagined country</p> <table border="1" data-bbox="394 1551 1401 1759"> <thead> <tr> <th data-bbox="394 1551 566 1593">Season</th> <th data-bbox="566 1551 906 1593">Drawing</th> <th data-bbox="906 1551 1401 1593">Short description</th> </tr> </thead> <tbody> <tr> <td data-bbox="394 1593 566 1635"></td> <td data-bbox="566 1593 906 1635"></td> <td data-bbox="906 1593 1401 1635"></td> </tr> <tr> <td data-bbox="394 1635 566 1677"></td> <td data-bbox="566 1635 906 1677"></td> <td data-bbox="906 1635 1401 1677"></td> </tr> <tr> <td data-bbox="394 1677 566 1719"></td> <td data-bbox="566 1677 906 1719"></td> <td data-bbox="906 1677 1401 1719"></td> </tr> <tr> <td data-bbox="394 1719 566 1759"></td> <td data-bbox="566 1719 906 1759"></td> <td data-bbox="906 1719 1401 1759"></td> </tr> </tbody> </table> | Season/ Natural disaster | Illustration (Drawing of scenery) | Short description | Winter |  | A white blanket of snow covering the tress, ground and houses | Natural disaster | | | Season | Drawing | Short description | | | | | | | | | | | | |
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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.

Learners will draw the main vegetation crop in the seasonal elements

Page 4 of the study booklet: The crops that are available in the country will be the ingredients for a national dish. Learners will 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 |

Learner will design the national dish for his/her imagined country

National dish of imagined country X

| Name of national dish | Image of dish | Ingredients and steps of creating recipe |
|-----------------------|---------------|--|
| | | |

| 3 | 30 minutes | <p>Learners will choose the national dress of their country as well as the national festival of their country</p> <p>To design the national dress of their country, learners can research what is most appropriate for the weather and climate, some questions to think about:</p> <ul style="list-style-type: none"> - 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 sun-burn 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 <p>Page 5 of the study booklet: Learners can also let their imagination run free with the design and colours that are worn and draw the national dress and give it an appropriate name. Learners should describe their thinking behind the clothing. For learners that are interested, they can design winter and summer wear.</p> <p>Example of a Country Dress based on weather and climate.</p> <table border="1" data-bbox="394 999 1398 1732" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">Dressing in Canada</th> </tr> </thead> <tbody> <tr> <td style="width: 25%; padding: 5px;">Summer</td> <td style="width: 30%; text-align: center;"></td> <td style="padding: 5px;">Summer is hot and humid</td> </tr> <tr> <td style="padding: 5px;">Winter</td> <td style="text-align: center;"></td> <td style="padding: 5px;">Winter in Canada is freezing cold with loads of snow</td> </tr> </tbody> </table> <p>Learners will design the National Dress for their imagined country and describe the reason behind the clothing</p> | Dressing in Canada | | | Summer |  | Summer is hot and humid | Winter |  | Winter in Canada is freezing cold with loads of snow |
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| Dressing in Canada | | | | | | | | | | | |
| Summer |  | Summer is hot and humid | | | | | | | | | |
| Winter |  | Winter in Canada is freezing cold with loads of snow | | | | | | | | | |
| | 20 minutes 10 minutes | | | | | | | | | | |

National Dress for the imagined country

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

Learners will also design the flag of their imagined country. For this learners will think of the flag of their 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.

Page 6 of the study booklet: Learners must draw and colour their 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 |

| | | <ul style="list-style-type: none"> The black and white stripes also represent the stripes of the zebra, the National Animal of Botswana | | | | |
|-----------------|------------------------------|--|-----------------|------------------------------|--|--|
| | | <p>The learner will draw the flag for his/her imagined country and give explanations for its colours, shapes, symbols and their significance</p> <table border="1"> <thead> <tr> <th>Drawing of flag</th> <th>Explanation and significance</th> </tr> </thead> <tbody> <tr> <td style="height: 150px;"></td> <td></td> </tr> </tbody> </table> <p>Numeracy extension: Assume that 30% of the country wears the national dress, how would you represent this number in decimals or fractions?</p> <p>If 7/10 of the homes have a national flag, how would you represent this number in a percentage and a decimal?</p> | Drawing of flag | Explanation and significance | | |
| Drawing of flag | Explanation and significance | | | | | |
| | | | | | | |
| 4 | 10 minutes | <p>Learners will design the national animal of their country</p> <p>When designing their own animal learners 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</p> <p>Learners will first describe 1-2 animal they know based on the questions listed below and then do the same for their imagined animal</p> <p>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:</p> <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? - 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, | | | | |

| | <p>10 minutes</p> <p>40 minutes</p> | <p>camouflage colour or sleeping standing to run away from predators, thick tongue to help it eat leaves with thorns etc.</p> <ul style="list-style-type: none"> - 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. <p>Numeracy Extension: Word problems:</p> <ul style="list-style-type: none"> - 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? Assume that each lion eats the same number of deer - If a rabbit runs at a speed of 10 km per hour, how far can it go in 1.5 hours? Hint: distance = speed x time <p>Page 7 of the study booklet: Learners will draw their imagined animal and then write a paragraph describing the animal answering all the questions above</p> <p>Example of a country National Animal</p> <table border="1" data-bbox="396 856 1399 1822"> <thead> <tr> <th data-bbox="396 856 792 898">National Animal for Australia</th> <th data-bbox="792 856 1399 898">Anatomical and behavioural adaptations</th> </tr> </thead> <tbody> <tr> <td data-bbox="396 898 792 1822">  </td> <td data-bbox="792 898 1399 1822"> <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> </td> </tr> </tbody> </table> | 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> |
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|--------------------------------------|---|---|--------------------------------------|---------------------------------------|---------|--|
| | | <p>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</p> | | | | |
| | | <p>National Animal for Imagined Country</p> <table border="1"> <tr> <td>National Animal for imagined country</td> <td>Anatomical and behavioral adaptations</td> </tr> <tr> <td>Drawing</td> <td></td> </tr> </table> | National Animal for imagined country | Anatomical and behavioral adaptations | Drawing | |
| National Animal for imagined country | Anatomical and behavioral adaptations | | | | | |
| Drawing | | | | | | |
| 5 | <p>20 minutes</p> <p>20 minutes</p> <p>20 minutes</p> | <p>Learners will design the question and answer paper for a citizenship test</p> <p>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.</p> <p>Example of citizenship test</p> <p>The United States naturalization test has 20 questions. One must answer at least 12 questions to pass to become a United States citizen</p> <p>Sample questions:</p> <ol style="list-style-type: none"> 1. Name one of the two longest rivers in the United States? 2. What is the highest court in the United States? 3. What ocean is on the East Coast of the United States? 4.; <p>Learners will need to write 10 questions based on everything they designed about their imagined country and assign marks / points to each question e.g.</p> <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. <p>Learners will determine how many marks people need to get on the test to pass Learners will now share the study booklet they designed with any member of their family and ask them to study or present the information to them.</p> | | | | |

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|----------------------|---|
| | <p>Learners will ask family members to sit for the test and then grade the test by giving the family member marks</p> <p>Do they pass and can they become the first citizens of your country?</p> |
| Assessment Criteria: | <ul style="list-style-type: none"> - 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 |

| | |
|--|--|
| Inspiration: | |
| Additional enrichment activities: | |
| Modifications to simplify the project tasks if need be | <ul style="list-style-type: none"> - 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 |