








MAKE MY OWN COUNTRY (LEVEL 2)

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

DAY 1




Today you will work on the first page for your booklet about your imaginary country.

Suggested Duration	Activity and Description
10 minutes	<ul style="list-style-type: none"> You will design your 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) . You will have to design a citizenship test to be used to provide citizenship to your imagined country. Imagine anything you want, but it all has to make logical sense. Work towards designing a study booklet for your imaginary country and a set of questions for a citizenship test for someone trying to become a citizen of your imaginary country.
45 minutes	<p>Page 1 of the study booklet: A map:</p> <ul style="list-style-type: none"> 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 your country. <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? Is it an island e.g. New Zealand, landlocked (other landmasses on either side) e.g. Afghanistan  <p>The image contains two world maps. The top map is labeled 'NORTHERN HEMISPHERE' and shows the continents of North America, Europe, and Asia. The bottom map is labeled 'SOUTHERN HEMISPHERE' and shows the continents of South America, Africa, and Australia.</p>

	<table border="1"> <tr> <td data-bbox="430 415 917 478">Island example:</td> <td data-bbox="917 415 1404 478">Landlocked example:</td> </tr> <tr> <td data-bbox="430 478 917 926">  </td> <td data-bbox="917 478 1404 926">  </td> </tr> </table> <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.? You need to mark, label and name them 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 your preference. 	Island example:	Landlocked example:		
Island example:	Landlocked example:				
					
15 minutes	<ul style="list-style-type: none"> ● Make a map of your country on a plain paper. ● Mark and label the neighboring countries, adjacent water bodies, the country, the capital and other geographical features. 				

DAY 2- Today you will explore and create the national dish for your imaginary country based on the vegetation and climate.


Suggested Duration	Activity and Description
5 minutes	<p>Page 2 of the study booklet: Climate/seasons:</p> <ul style="list-style-type: none"> ● Determine the climate of your imaginary country based on the geographical location e.g. a country close to the equator will have tropical weather which is hot and humid ● Think about the following questions in pairs and discuss:

	<ul style="list-style-type: none"> - What are the main seasons and weather in your imaginary 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>30minutes</p>	<ul style="list-style-type: none"> • 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. • Example of a depiction for a season and weather condition: <table border="1" data-bbox="487 699 1370 1236"> <thead> <tr> <th data-bbox="487 699 711 821">Season/ Natural disaster</th> <th data-bbox="711 699 1097 821">Illustration (Drawing of scenery)</th> <th data-bbox="1097 699 1370 821">Short description</th> </tr> </thead> <tbody> <tr> <td data-bbox="487 821 711 1079">Winter</td> <td data-bbox="711 821 1097 1079">  </td> <td data-bbox="1097 821 1370 1079">A white blanket of snow covering the trees, ground and houses</td> </tr> <tr> <td data-bbox="487 1079 711 1236">Natural disaster</td> <td data-bbox="711 1079 1097 1236"></td> <td data-bbox="1097 1079 1370 1236"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Draw a depiction of the different seasons and weather conditions for your imaginary country. <table border="1" data-bbox="431 1415 1378 1743"> <thead> <tr> <th data-bbox="431 1415 748 1482">Season</th> <th data-bbox="748 1415 1062 1482">Drawing</th> <th data-bbox="1062 1415 1378 1482">Short Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="431 1482 748 1545"></td> <td data-bbox="748 1482 1062 1545"></td> <td data-bbox="1062 1482 1378 1545"></td> </tr> <tr> <td data-bbox="431 1545 748 1608"></td> <td data-bbox="748 1545 1062 1608"></td> <td data-bbox="1062 1545 1378 1608"></td> </tr> <tr> <td data-bbox="431 1608 748 1671"></td> <td data-bbox="748 1608 1062 1671"></td> <td data-bbox="1062 1608 1378 1671"></td> </tr> <tr> <td data-bbox="431 1671 748 1743"></td> <td data-bbox="748 1671 1062 1743"></td> <td data-bbox="1062 1671 1378 1743"></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

Page 3 of the study booklet: National dish:

- 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.
- After choosing your ingredients, ask one of your family members (who is familiar with cooking) to help you with the cooking steps.
- Example of a national dish:







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







- Use this table to fill in information about the national dish for your imaginary dish:
- National dish of imaginary country X:

Name of national dish	Image of dish	Ingredients and steps to create the recipe

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

Suggested Duration	Activity and Description
5 minutes	Page 4 of the study booklet: National dress: <ul style="list-style-type: none"> • 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? - 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 colors 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>30 minutes</p>	<ul style="list-style-type: none"> ● Let your imagination run free with the design and colors 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: <table border="1" data-bbox="418 800 1365 1518"> <thead> <tr> <th colspan="3" data-bbox="418 800 1365 852">Dressing in Canada</th> </tr> </thead> <tbody> <tr> <td data-bbox="418 852 735 1220">Summer</td> <td data-bbox="735 852 1052 1220">  </td> <td data-bbox="1052 852 1365 1220">Summer is hot and humid</td> </tr> <tr> <td data-bbox="418 1220 735 1518">Winter</td> <td data-bbox="735 1220 1052 1518">  </td> <td data-bbox="1052 1220 1365 1518">Winter in Canada is freezing cold with a lot of snow.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● 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. <table border="1" data-bbox="418 1724 1365 1810"> <thead> <tr> <th data-bbox="418 1724 735 1810">Season</th> <th data-bbox="735 1724 1052 1810">Design of dressing</th> <th data-bbox="1052 1724 1365 1810">Reasons behind the clothing</th> </tr> </thead> <tbody> <tr> <td data-bbox="418 1810 735 1810"></td> <td data-bbox="735 1810 1052 1810"></td> <td data-bbox="1052 1810 1365 1810"></td> </tr> </tbody> </table>	Dressing in Canada			Summer		Summer is hot and humid	Winter		Winter in Canada is freezing cold with a lot of snow.	Season	Design of dressing	Reasons behind the clothing			
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	Summer dressing (Drawing)								
	Winter dressing (Drawing)								
20 minutes	<p>Page 5 of the study booklet: National flag:</p> <ul style="list-style-type: none"> Design the flag of your imagined country. Think of the flag of your existing country, it usually has different colors, shapes and symbols or national symbolism e.g. the stars in the US flag represent the original states of the Union, the colors 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. Draw and color your flag and explain the colors, shapes and symbols used and the significance. Examples of country flags: <table border="1" data-bbox="423 951 1369 1686"> <thead> <tr> <th data-bbox="423 951 708 1003">Country</th> <th data-bbox="708 951 1369 1003">Explanation and significance</th> </tr> </thead> <tbody> <tr> <td data-bbox="423 1003 708 1304">  Uganda flag </td> <td data-bbox="708 1003 1369 1304"> <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="423 1304 708 1686">  Botswana flag </td> <td data-bbox="708 1304 1369 1686"> <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> <ul style="list-style-type: none"> Draw the flag for your imaginary country and give explanations for its colors, shapes, symbols and their significance. 			Country	Explanation and significance	 Uganda flag	<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 	 Botswana flag	<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
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	Drawing of flag	Explanation and 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"> Think about the following questions and try to answer them in pairs: (numeracy extension): <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: $distance = speed \times time$).
50 minutes	<p>Page 6 of the study booklet: National animal:</p> <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 its anatomical and behavioral features that help it adapt to the specific climate and context. The imaginary animal can also be a cross or an extension of an existing animal if you choose so. Describe 1-2 animals you know based on the questions listed below and then do the same for your imaginary animal. <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 color 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.

- Example of a country national animal:

National Animal for Australia	Anatomical and behavioral 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 which 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 signifying Australia's determination to move forward as a nation.</p>

- Draw your imaginary animal and then write a paragraph describing the animal answering all the questions above.

- National animal for imaginary country:

National Animal for imagined country	Anatomical and behavioral adaptations

	<i>Drawing</i>	
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DAY 5- Today you will design the questions-and-answers for a citizenship test.

Suggested Duration	Activity and Description
20 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"> ● 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"> 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? ● Write 10 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"> 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.
30 minutes	<ul style="list-style-type: none"> ● 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. ● Do they pass and can they become the first citizens of your country? ● Organize a citizenship ceremony for those who pass the citizenship test to take the Oath of Allegiance.

Additional Enrichment activities	<ul style="list-style-type: none"> ● Another session can be added so learners have the opportunity to present and talk about their imaginary countries. ● Learners can also have other learners complete the citizenship test and award them citizenship.
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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.
- Learners can describe and assign a currency for their imaginary country if they find vegetation or climate to be challenging.

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.