CREATE YOUR OWN COUNTRY

This is a cross-curricular project designed to allow you to utilize your knowledge gained from all of your academic classes and your creativity to design a functioning country! The entire project is DUE ON May 2nd so we can have all projects here and complete before the fair! You are being asked to create, design, and develop your own country! Be creative! We will be displaying the final project for the school to see! This project encompasses elements from all four of your academic classes. Please follow the guidelines and due dates below for each of the content area requirements in order to stay on track and complete your research in a timely manner. It is in your best interest to keep up with this packet as it has ALL of the information needed to complete this project. NOTE: This is an individual project. You may not work with a partner or group. Also, all work must be your own original work (your work, your thoughts, do not cut and paste).

The following dates are your due dates for each content area requirements:
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Social Studies due by 3/17/17
Science due by 3/24/17
Math due by 3/31/17
Language Arts due by 4/14/17
School Fair will be on May 4th
The top 10 projects from our team voted the best will participate in the student showcase and receive a pizza party!!

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Social Studies Requirements:

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Part 1

You must have 2 maps of your country, one political and one physical

- Political Map: Must have the nation's capital and at least 3 major cities
- Physical Map: Must have at least 5 physical features
- **BOTH must have: a compass rose, a legend/key, and show any borders required**
- **BOTH maps MUST be visible on the tri-board**

Maps portion of your project is due to your Social Studies teacher by: 3/3/16

Part 2

You must also explain and describe the development of your country by answering the following questions. Please ELABORATE or give more details. The questions listed are to guide you in the right direction. This is your opportunity to explain everything about your country! What type of geography it has and the natural resources available there, which remember determines the jobs!

Geography and Resources:

1) What is the name of your country? Where is it located?
2) Describe the physical geography. (Things to think about: Is your country mountainous? Do you have enough water for your people? Are there vast deserts or savannas in your country?)

3) Discuss the natural resources of your country.
   a. *What is your main energy source? Do you have to import it?*
   b. *What does your country export?*

Culture, and Religion:

4) Describe your country's cultural traits. (type of jobs, any specific beliefs, types of foods they eat, language they speak?)
5) Describe the religion of your country's people.
   a. What is the main religion of your country? Give information about your religion (holy book, holidays, symbol, rules/morals etc).
   b. You may choose one of the five major world religions (Buddhism, Islam, Hinduism, Christianity and Judaism)

Government and Economy:

6) What type of government will you have? **REMEMBER TO KEEP IN MIND YOUR POPULATION**
   a. How will your government work – meaning, how are people chosen as leaders? What are the rights of the citizens of your country?
   b. Based on the government you have picked explain how it will affect your people and economy?
   c. Is your country governed by one big central government, or is it run by many smaller governments at the local level? Explain how your laws are enforced.
7) What type of Economy are you going to have? **REMEMBER TO KEEP IN MIND YOUR POPULATION and your GOVERNMENT TYPE**
   a. What does your country specialize in? (keep in mind this is based off your natural resources you have chosen)
   b. What kinds of jobs are available to the citizens of your country?
   c. Explain how the economy you have chosen will impact businesses and the people. (For example, if it is command you wouldn't have entrepreneurs)
   d. What is the money called in your country?

The research portion of your country project is due to your Social Studies teacher by: 3/17/17

Science Requirements:

Climate and Ecology:

Latitude and Longitude of my country is: _____

1) What land Biome or land Biomes are in your country?
2) What is the climate like for your country?
   a. What is the average rainfall?
   b. Are there seasons? If so how many and how do they differ?

3) What are three types of plants that live in your country?

     a. What adaptations help them survive in your countries' biome?

4) What are three types of animals that live in your country?

     a. What adaptations help them survive in your countries' biome?

5) What water biomes or ecosystems are prevalent in your country? (be sure to specify if they are marine or freshwater ecosystems)

Science research due to your Science teacher by: <u>3/24/17</u>

<u>Math Requirements:</u>

The population of your country is _____

Your GDP is: _____

Based on this information answer the following questions:

1. How many people are there in your country per square mile?

2. What percent of your population are males? What percent of your population are females?

3. What is the unemployment rate?

4. What is the per capita GDP of your country?

5. In 3 years, your population has increased by 250,000. What is the percent of increase?

Math questions are due to your Math teacher by: <u>3/31/17</u>

<u>Part 3 – Language Arts Requirements</u>

You must design a flag for your country. A country's flag is an important part of your country's identity. Flags use symbolism to represent important parts of country's culture. Symbols are nouns, such as colors or objects that represent an abstract idea. Symbolism is the use of symbols to express or represent ideas or qualities in literature, art, etc.

Your flag must be representative of your country, are there any important symbols? Do your colors represent something significant?

1. Visit this website for an explanation for what different colors symbolize on flags.

http://www.enchantedlearning.com/geography/flags/colors.shtml

After reading the WHOLE page, think about which qualities you want for your country. Be sure to explain why you choose the different colors in your flag's design.

2. Visit this website for an explanation of different symbols that often appear on flags. Based on what you read, choose a symbol from the website or choose your own symbol.

http://www.kids-world-travel-guide.com/world-flags.html

3. Design your flag. You can draw your flag on a poster or design it using technology. YOU MAY NOT USE AN EXISTING COUNTRY'S FLAG. Your flag will be displayed during your presentation.

4. Write about it! You are going to submit a brief written explanation of your flag. Each explanation MUST include a RAFT and a thesis statement at the top. You must also submit a picture of your flag.

Here is the writing prompt for your flag:

Every country is different and has its own unique identity. Flags are a symbol of the country they represent. In a brief 3-4 paragraph essay, explain the colors and symbols that are featured on your flag. Please submit a picture of your design with your essay.

Flag Checklist – Use this checklist to make sure you have all the necessary requirements for your flag. To meet the standard here, you must meet these minimum requirements.

- _____ My flag includes at least 2 colors that represent something of importance for the people of my country.

- _____ My flag includes at least one symbol that represents something of importance for the people of my country.

- _____ My flag is creative, colorful, and neat.

- _____ I have included a detailed explanation of what my flag means. My explanation is 3-4 paragraphs in length, and it includes: a RAFT, a thesis statement, and a picture of my flag.

- _____ I have created a version of my flag that is large enough for use in a presentation.

Language Arts research is due to your ELA teacher by: <u>4/14/17</u>

FINAL PROJECT: tri-board display <u>OR</u> digital website

Once you have compiled all of the phases for your project (Social Studies, Science, Math, and Language Arts) you will need to start developing your tri-board poster or digital website for our Country Fair, where you will be responsible for presenting your information.

<u>Please keep in mind this is a display of your country. You must also have at least one item that is a "take-away" for the individuals who come to view your country display. This item is designed to be a representation of your country, feel free to be creative! Some examples are food, mini flags from your country, an app that people can download about your country, etc.</u>

Below is how the information needs to be organized on your tri-board poster:

COUNTRY NAME HERE: (On title board)

Part 1	Part 2	Part 3

Part 1

- Population (math requirements)
- Government and Economy description
- Pictures of your country

Part 2

- Include your country name at the top (on the title board)
- Maps of your country and location
- Natural resources description
- Climate and ecology description
- Pictures

Part 3:

- Picture of Flag and description
- Cultural traits and religion descriptions and any pictures for this portion

Digital Website design:

Use a free source such as weebly.com to create your website. Please make sure the you design a user-friendly site that is well written and attractive!

Your website must include:
1. Home page
    a. This is where you will have a picture of your country, the name of your country, and a brief introduction
2. Geography page
    a. Maps of your country and location
    b. Natural resources description
    c. Climate and ecology description
    d. Pictures
3. Government and Economics page
    a. Government and Economy description
    b. Pictures of your country
4. Population page
    a. Population (math requirements)
5. Culture and Characteristics page
    a. Picture of Flag and description
    b. Cultural traits and religion descriptions and any pictures for this portion
6. Option other pages such as history of your country, important facts, more pictures like a gallery page, etc.

Rubric for Tri-Board

Name: _____

MUST TURN IN WITH PROJECT! No rubric = No grade

CATEGORY	4	3	2	1
Work Ethic/Use of Class Time	Student always uses classroom project time well. Conversations are primarily focused on the project and things needed to get the work done and are held in a manner that typically does not disrupt others.	Student usually uses classroom project time well. Most conversations are focused on the project and things needed to get the work done and are held in a manner that typically does not disrupt others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Required Elements	The tri-board includes all required elements as well as additional information.	All required elements are included on the tri-board.	All but 1 of the required elements are included on the tri-board.	Several required elements were missing.
Attractiveness	The tri-board is exceptionally attractive in terms of design, layout, and neatness.	The tri-board is attractive in terms of design, layout and neatness.	The tri-board is acceptably attractive though it may be a bit messy.	The tri-board is distractingly messy or very poorly designed. It is not attractive.
Graphics - Originality	Several of the graphics used on the tri-board reflect an exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the tri-board reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Spelling and Grammar	There are no errors in spelling, punctuation or grammar in the final draft of the tri-board.	There are 1-3 errors in spelling, punctuation or grammar in the final draft of the tri-board.	There are 4-5 errors in spelling, punctuation or grammar in the final draft of the tri-board.	There are more than 5 errors in spelling, punctuation or grammar in the final draft of the tri-board.
Knowledge Gained	Student can accurately answer all questions related to facts in the tri-board and processes used to create the tri-board.	Student can accurately answer most questions related to facts in the tri-board and processes used to create the tri-board.	Student can accurately answer about 75% of questions related to facts in the tri-board and processes used to create the tri-board.	Student appears to have insufficient knowledge about the facts or processes used in the tri-board.

Rubric for Website design

Name: _____

MUST TURN IN WITH PROJECT! No rubric = No grade

CATEGORY	4	3	2	1
Work Ethic/Use of Class Time	Student always uses classroom project time well. Conversations are primarily focused on the project and things needed to get the work done and are held in a manner that typically does not disrupt others.	Student usually uses classroom project time well. Most conversations are focused on the project and things needed to get the work done and are held in a manner that typically does not disrupt others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Content Accuracy	All information provided by the student on the Web site is accurate and all the requirements of the assignment have been met.	Almost all the information provided by the student on the Web site is accurate and all requirements of the assignment have been met.	Almost all of the information provided by the student on the Web site is accurate and almost all of the requirements have been met.	There are several inaccuracies in the content provided by the students OR many of the requirements were not met.
Layout	The Web site has an exceptionally attractive and usable layout. It is easy to locate all important elements. White space, graphic elements and/or alignment are used effectively to organize material.	The Web pages have an attractive and usable layout. It is easy to locate all important elements.	The Web pages have a usable layout, but may appear busy or boring. It is easy to locate most of the important elements.	The Web pages are cluttered looking or confusing. It is often difficult to locate important elements.
Graphics	Graphics are related to the theme/purpose of the site, are thoughtfully cropped, are of high quality and enhance reader interest or understanding.	Graphics are related to the theme/purpose of the site, are of good quality and enhance reader interest or understanding.	Graphics are related to the theme/purpose of the site, and are of good quality.	Graphics seem randomly chosen, are of low quality, OR distract the reader.
Spelling and Grammar	There are no errors in spelling, punctuation or grammar in the final draft of the Web site.	There are 1-3 errors in spelling, punctuation or grammar in the final draft of the Web site.	There are 4-5 errors in spelling, punctuation or grammar in the final draft of the Web site.	There are more than 5 errors in spelling, punctuation or grammar in the final draft of the Web site.
Knowledge Gained	Student can accurately answer all questions related to facts in the tri-board and processes used to create the Web site.	Student can accurately answer most questions related to facts in the tri-board and processes used to create the Web site.	Student can accurately answer about 75% of questions related to facts in the tri-board and processes used to create the Web site.	Student appears to have insufficient knowledge about the facts or processes used in the Web site.