

PROJECT GEOS

UNIT OVERVIEW

This is a typical Social Studies unit - with a twist. Instead of doing activities related to the usual countries like Mexico or Argentina, students invent their own countries for a brand new planet called "Geos." Ideal for split grade classrooms, the stimulating activities in this unit place an emphasis on creativity and cooperative learning. The unit is divided into four main parts:

PART I - CREATING A COUNTRY

- A country name as well as a capital city is chosen.
- A "theme" for the country is chosen.
- A national flag is drawn.
- Students evaluate classmate's assignments.

PART II - MAP MAKING AND INFORMATION FACTSHEETS

- A map of the country is drawn.
- Information factsheets describing employment and occupations of the residents is completed.
- A map showing population distribution is made.

PART III - MAJOR PROJECT

- In a contract format, students choose from innovative assignments ranging from creating a coat of arms for the the country to designing traditional cultural clothes to inventing a national sport.

PART IV - ENVIRONMENTAL NIGHTMARE (optional)

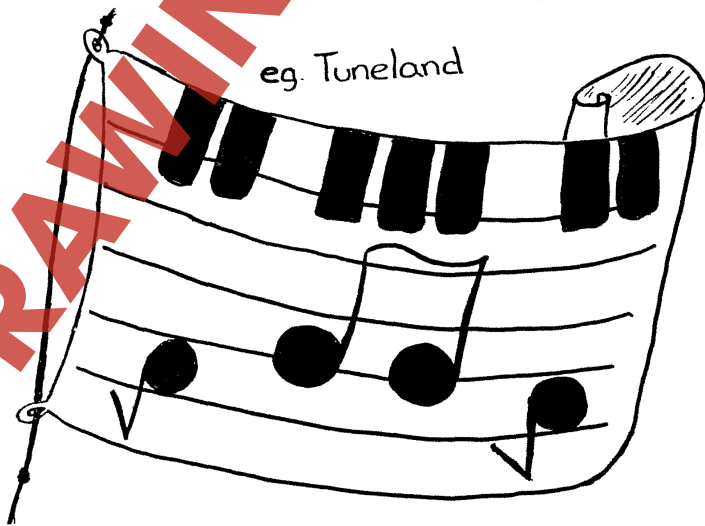
- The new countries of the planet Geos are subjected to an environmental disaster.
- In the simulation, Global Warming causes a rise in sea level and massive flooding of low lying areas.

●●● National Flag ●●●

- Use examples of real flags of the world to illustrate some of the characteristics of national flags. Flags are:
 - 1) Brightly Coloured
 - 2) Contain few (if any) words
 - 3) Often have symbols (Canada - Maple Leaf)
 - 4) Are simple and not too cluttered.
- Students should draw a rough sketch first before attempting a good copy on 8 1/2 by 11 inch paper. (11 by 17 inch paper takes too long to colour)
- Allow one or two classes at most for Part I of the unit.
- One suggestion to help prevent students losing their papers is to supply each group with a duotang or file folder to store work in.

●●● Evaluation ●●●

- Each group evaluates the flags of other countries at the end of the second class.
- The groups rotate around the class using the marking sheet provided in the handbook to evaluate each groups work. (Groups do not mark their own flags)
- Explain the marking format and stress the need for fair and just marking. (The teacher can always offer to reevaluate the flags if students demonstrate a lack of fairness.)



PART I - CREATING A COUNTRY

A new world called Geos has been created - and it needs countries. In this unit you will be able to make up and name your own countries.

●●● Choose a Theme ●●●

First, choose a **theme** for your country. (Your teacher will help with this)
 A theme could be "horses" with places like Palomino Bay, Appaloosa River, The Stirrup Mountains, and a capital city of Stallion. The country could be roughly made into the shape of a horse's head or a saddle.

Other possible themes include: animals, birds, musical instruments, athletes, cars, dinosaurs, food, breakfast cereal, cartoon characters, Star Trek, sports equipment, hockey players, sports, WWF wrestlers, dogs, cats, insects, reptiles, mammals. One country called "Salad" used vegetables for names while another country called "Punctuation" was made in the shape of a big question mark.

Theme _____

●●● Country Name and Capital City ●●●

Now that your country has a theme, choose a **name** for your country, and a **capital city name**.

Name of Country _____

Name of Capital City _____

●●● Make a National Flag ●●●

Next, you will design, draw, and colour a **national flag** for your country.
 Flags are:

- 1) Brightly Coloured
- 2) Contain few (if any) words
- 3) Often have symbols (Canada - Maple Leaf)
- 4) Are simple and not too cluttered.

●●● Other Names ●●●

Lastly, while one person in the group finishes the flag, another person can start thinking up names for the other cities, rivers, lakes, in your country. These will be needed for Part II of this unit.

INFORMATION FACTSHEET - PLACE NAMES

Country: _____

Theme: _____

Capital City: _____

City Names (5 to ten) _____

Rivers: (2) _____

Lakes: (2) _____

Oceans: (at least 1) _____

Gulf: (1) _____

Bays: (at least 1) _____

Peninsula: (1) _____

Mountain Range: _____

Islands: (at least 1) _____

Seas: (at least 1) _____

FLAG EVALUATION

COUNTRY NAME _____

Name of Country	Was the name "catchy"? (10 marks)	Was the flag design effective? (10 marks)	Neatness (5 marks)	Total (Out of 25)

PART II - MAP MAKING AND INFORMATION FACTSHEETS

*** IMPORTANT ***

Read all instructions CAREFULLY before starting to draw your map. You are being marked on how well your group follows instructions. If there are questions, ask the teacher!

MAP MAKING INSTRUCTIONS

Choose names for:

- 1) Five to ten cities
- 2) two rivers
- 3) two lakes
- 4) at least one ocean
- 5) one gulf
- 6) at least one bay
- 7) one peninsula
- 8) one mountain range
- 9) at least one island
- 10) at least one sea

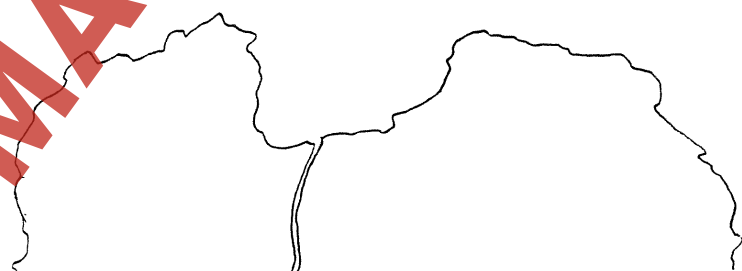
Each map must have all of the features listed above. If you do not know what some of them are (like a peninsula) find out!

Make a rough sketch of your country and show your teacher before beginning the final copy.

Draw a rectangle 3 centimetres high and 12 centimetres long in the top, left part of your page. (Rulers please.) Put the name of your country in this box, using large, block letters dark enough to be read from the back of the class.

Lightly draw outlines of the country in pencil.

The outlines of your country should look real and not be drawn as completely smooth lines.



INFORMATION FACTSHEET - EMPLOYMENT

COUNTRY: _____

Main Industries _____

Agricultural Crops _____

Estimate what the most important jobs are in your country. Decide what percentage each kind of employment should get. (The total should equal 100%)

Type of Employment	(%)	(%)	
		CANADA	
Agriculture (Grain)	7	7	
Agriculture (Livestock)	5	5	
Fishing	5	5	
Manufacturing	40	40	
Mining	10	10	
Oil and Gas	8	8	
Tourism	3	3	
Forestry	10	10	
Other (Please specify)		12	
TOTAL		100 %	

PART III - MAJOR PROJECT

Choose assignments that add up to 50 marks and fill out the contract at the end of the outline. Before beginning the assignments discuss your ideas with your teacher.

1. **Travel Brochure** 10 Marks
Prepare a travel brochure advertising vacations in your "beautiful" country.
2. **Passport** 10 Marks
Prepare a realistic passport for your country.
3. **Poem** 5 Marks
Write a poem about your country.
4. **Postcard** 15 Marks
Draw an authentic postcard from your country. Have a picture on the front and on the back, write a letter from someone who could be visiting your country.
5. **Coat of Arms** 10 Marks
Make a coat of arms for your country out of paper and cardboard.
6. **Coat of Arms** 15 Marks
Make a coat of arms for your country out of cloth.
7. **Mini-dictionary** 15 Marks
Invent a mini-dictionary for travellers visiting your country. Include common words and phrases.
8. **Traditional Costumes** 20 Marks
Draw and colour male and female "folk" costumes from traditional times. and/or
Make parts of the traditional costumes for use in a fashion show in front of the class.

