

TEACHER'S PAGE/Worksheet #1

TOPIC: Geographical Description

Student Assignments:	1. Completion of Worksheet #1
	2. Vocabulary development
	3. Activity: map outline drawn of the country

On Worksheet #1 the students will determine the following information about their countries: *location, size, climate, boundaries, and name.*

Vocabulary Development:				
1. geographical	2. climate	3. boundaries	4. temperate zone	
5. southern hemisphere	6. northern hemisphere	7. tropical		

I. Key Concepts:

A. The *location* of a country has a great effect on all aspects of its development. A country located in a tropical climate will be very different from one in a temperate zone. Dress styles, housing, jobs, agriculture, foods, and even sports are affected by location. Talk about your own location and the ways it affects how you live. Students must choose location with careful thought about the type of country they have in mind.

B. The *size* of a country is also important. A large country might have more farmland or more natural resources. A small country might be more dependent upon its neighbors for goods and services. Give the students the following examples of comparative sizes of *real* countries. It will help them determine the size they want their own countries to be.

USS.R	22,402,199 square kilometres
United States	9,363,378 square kilometres
Australia	7,682,300 square kilometres
Japan	369,782 square kilometres
New Zealand	269,057 square kilometres
Hong Kong	1,046 square kilometres

C. *Climate* is determined largely by location. Students must be sure that the climate they describe for their countries is consistent with location.

D. What surrounds the country? Are the *boundaries* formed by bodies of water or land? Will the country have seaports or be landlocked? Students need to consider all of these points when determining boundaries. Some may even want to design their countries as islands.

E. Choosing a *name* for the country is a creative exercise. The name can reflect the history of the country (Israel, Australia), be descriptive (Magnetic Island, United States), or be purely imaginative.

II. Activity: After completing the written assignments on Worksheet #1, the students are asked to draw map outlines of their countries. These maps are to be kept in the students' folders for use with future assignments. Be sure that each map conforms with the descriptive information given on Worksheet #1.

SUGGESTIONS

1. Follow the sequence in this book. Lessons have been planned to build upon each other. Information given on one worksheet may be used to determine information on the next.
2. Students may work in small groups or individually. *Each* student must have a folder in which to keep worksheets and assignments. The folders should be available for daily use.
3. Each student must also have a stapled pad of approximately 20 sheets of lined paper. This will be used for the vocabulary development exercise at the top of each worksheet. Students may label the pad *Create-A-Country Word List*.
4. Each group of students working together must have a chairperson. It will be the responsibility of the chairperson to inform the teacher of the group's progress and any problems encountered. Provide each chairperson with progress forms that may be submitted at regular intervals and/or as necessary. This will help the teacher keep information about each group's work, and will also help the students keep organized. Students working alone may also follow this procedure.

PROGRESS FORM	
Chairperson _____	Date _____
Name of Country _____	
Current Assignment _____	

Comments _____	

FINAL ACTIVITY—AN INTERNATIONAL FESTIVAL!

An International Festival is an exciting way to wind up the Create-A-Country projects. Turn your classroom into a bustling fair for a day. Students will learn about each other's countries and have fun, too!

The International Festival may consist of the following:

1. A decorated booth or area for each country represented.
 - A. Students can make booths from large cardboard packing boxes, or they can simply move desks and tables to create areas.
 - B. Each area should be decorated to tell about the country it represents. Students may use the travel posters they have designed (Worksheet #14), their national flags (Worksheet #9), their relief maps, or anything else they may think of.
2. Students may dress in the national costumes of their countries.
3. Typical foods of the countries may be offered at each booth.
4. A program of entertainment may be presented. Students may give short presentations of their own choices. They may tell about a country's history, perform a television advertisement (Worksheet #14), display the native costume, or any other appropriate activity.

CREATE-A-COUNTRY

BASIC SOCIAL STUDIES CONCEPTS

Written by Marcia Shank

Create-A-Country: Basic Social Studies Concepts helps your students understand what a country consists of. By designing their own fictional nations, students can better comprehend the interrelated elements that affect every aspect of a country's development.

The *Create-A-Country* book contains fifteen sequential spirit-master worksheets and corresponding teacher's pages. Each student worksheet covers a specific topic (geography, history, government, environment, etc.). The teacher's pages offer guidelines and suggestions for that topic.

All teacher's pages are located at the beginning of this book. The student worksheets are at the back. When the spirit masters have been removed, the teacher's section remains intact for easy use.

Each teacher's page contains:

- list of student assignments
- vocabulary development words
- key concepts
- group discussion ideas
- suggestions for use
- copy of the corresponding worksheet printed on back

Each student worksheet contains:

- vocabulary development exercises
- written assignments
- instructions for related art and written assignments

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