Create Your Own Island Country

In this project, you will create your own island country. You will complete activities involving geography, culture, economics, government, science, math, and writing. You will also create a map and guidebook about your country. You will present your countries at the end of the school year.

Social Studies

Step 1: Map Your Island

Start by answering the following questions. Keep a list of the answers to consult throughout your project. You will also include this information in Section One of your guidebook.

1. Where is your island? Look at a world map and decide where your island is located. Is it tropical or somewhere more temperate? What real countries are near your country? This decision will affect all portions of your project.
2. What shape is your island?
3. How big is your island?
4. What type of terrain does it have? (Jungles, forests, beaches, mountains, etc.)
5. What parts of the island are developed? Does it have cities, small towns, villages, or a mixture?
6. How many people live on the island?

Draw a detailed map of your island. You should include:

1. a compass rose
2. a key – create symbols to represent mountains, rivers, lakes, cities, borders, etc.
3. a scale
4. place names (cities, towns, mountains, rivers, deserts, etc.)

Step 2: Culture

Answer the following questions about your island’s culture. You will include this as part of Section Three in your guidebook.

1. What religion or religions do people practice? Is it an established religion like Judaism or Christianity? Is it a completely new religion? Do they have a mythology like the Greeks and Romans?
2. What ethnic groups live on your island? Is there one ethnic group or several? If there is more than one group, do they get along or is there conflict?

Step 3: Government

Plan your government. You will include this in Section Four of your guidebook.

1. What type of government does your country have? Is it a democracy or autocracy? If it is a democracy, is it presidential or parliamentary? If it is an autocracy, how did your leader take power (inherited like a king or queen or seized like a dictator)?
2. How is the government organized? Are there branches of government like the U.S. or does the leader have all of the power?
3. Does your country have states or provinces? If so, what powers do the states/provinces have?
4. What is the role of government? How does the government affect people’s lives? Are there taxes? How does the government use them? What programs, if any, does the government offer to help people?
5. What rights do the citizens on your island have? Do they vote? Do they have freedoms like those in the Bill of Rights? Or does the government control what they do?
6. What rules or laws does your society have? How are the laws enforced? Who enforces them? What happens to people who break the laws?
7. Does your island have a military? If so, which branch(es)?

Now, you are ready to write a constitution. Look at the examples provided for you for guidance. The constitution will be separate from the guidebook.

**Step 4: Economy**

Answer the following questions. You will need them for Section Five of your guidebook.

1. What type of economy does your country have? Is it traditional? Is it mixed? If it is mixed, is it closer to market or closer to command? Who decides what is produced, how it is produced, and how it is distributed?
2. What kind of industry does your country have? (Manufacturing, service, agriculture, mining, etc.)
3. Does your country trade with other countries or do they make everything they need themselves? If it does trade, which countries are its main trading partners? What are the main exports and imports?
4. What kind of money does your country use? (Make sure you create actual bills or coins to display when you present.)
5. Does your country’s government invest in human capital or capital goods? If so, how do they do it? (Education, training, equipment, factories, etc.)
6. What is your country’s GDP per capita? (Go to CIA World Factbook to research GDP per capita for different countries before making your decision.)

**Science**

**Step 1: Biomes/Ecosystems** (If you have not completed Social Studies Step 1, question 1, you must do so now.)

Answer the following questions. You will need to include them as part of Section Two of your guidebook.

1. What types of biomes and aquatic ecosystems does your country have? Research the biomes and aquatic ecosystems of the real countries near your country. Your country should be similar.
2. Describe the biomes and ecosystems. What do they look like? What kinds of plants and animals live there?

**Step 2: Evolution/Adaptation**

1. Explain how the plants and animals have evolved or adapted to live in the biomes/ecosystems found in your country. This will be part of your presentation display rather than the guidebook.

**Step 3: Food Webs**

1. Choose three animals found in your country. Create a food web for each animal. This will be part of your presentation display rather than the guidebook.
Math

**Step 1: Data** (If you have not completed Social Studies Step 1, question 1, you must do so now.)

Complete the following tasks. You will include the data and graphs as part of Section Two of your guidebook. Make sure to show your work.

1. Choose four real countries that are close to your country. Go to [https://www.theglobaleconomy.com/rankings/precipitation/](https://www.theglobaleconomy.com/rankings/precipitation/) and find precipitation amounts for the 10 most recent years.
2. Based on this data, create data for your country. (It should be similar to nearby countries.)
3. Find the mean for each country including yours.
4. Create a bar graph of average yearly rainfall to compare your country to the others.
5. Using the rainfall data you generated for your country, create a box-and-whisker plot.
7. Use the data you generated for your country to create a box-and-whisker plot.

**Step 2: Scale**

Complete the following tasks. You will include numbers 1-2 in Section One of your guidebook. (You must have completed your map to do these steps.) You will include numbers 3–4 as part of your presentation display. Make sure you show your work.

1. Use the scale on the map you created to calculate the size of your island – length (east to west) and width (north to south).
2. Use the scale on the map to calculate the distances between your major cities, towns or villages.
3. Create a floor plan for your leader’s home. Label all rooms and create a scale.
4. Calculate the area of the home (square footage).

**Step 3: Currency Exchange**

Complete the following tasks. You will include this as part of Section Five of your guidebook.

1. Decide how much your money is worth compared to one U.S. dollar.
2. Use that information to calculate the value of your money compared to the Euro, the Japanese yen, the Chinese yuan, the Indian rupee, and the South African rand. Show your work.

ELA

**Step 1: National Anthem**

Complete the following. You will include this as part of your presentation display.

1. Research national anthems. Find the lyrics to the national anthems of America, the UK, China, Turkey, and Kenya.
2. Write the lyrics to your country’s national anthem. (Music is optional.)
Step 2: Folktale or Myth

Complete the following. You will include this as part of your presentation display.

1. Read about Paul Bunyan.
2. Read “John Henry and the 20 Pound Hammers.”
3. Read “Daedelus and Icarus.”
4. Read “How Troubles Came Into the World.”
5. Write a folktale or myth that is famous in your country.

Step 3: Biography

1. Write a biography about a famous author, inventor, or leader from your country. You will include this in your presentation display.

FINAL PRODUCT – Guidebook and Presentation

1. Create a guidebook so others will understand your country. Each page should have at least one picture or illustration.

Section 1 – Facts and Figures

Tell us about your island. You should include the answers to all of the questions in Social Studies Step 1 and Math Step 2. You may complete this section using headings and bullets.

Section 2 – Geography

Name and describe the important physical features of your country (rivers, deserts, mountains, etc.) Describe the biomes and ecosystems of your country (Science Step 1)

Section 3 – People and Culture

Include information about religious and ethnic groups in your country (Social Studies Step 2)

Section 4 – Government

Include information from Social Studies Step 3.

Section 5 - Economy

Include information from Socials Studies Step 4.
Put the information from Math Step 3 into a chart and include it in this section.

2. Supplemental Materials

The following items MUST be displayed on presentation day:

- Map
- Constitution
- Examples of currency
- Evolution or adaptation of animals and plants
- Food webs
- Floor plan of leader’s home
- Lyrics to national anthem
- Folktale or myth
- Biography
Optional Items (Bonus points!)

- Examples of art
- Examples of music
- Examples of dance
- Traditional clothing (grass skirts in Hawaii, kimonos in Japan, etc.) – may be drawn or made
- Cookbook of traditional meals
- Flag (include explanation of colors/symbols)

3. Presentation

Each country will create a display for their country. Display your guidebook and supplemental materials. Be prepared to talk about your country with your classmates and any invited guests.

GRADING

Teachers will announce due dates for each step of the project. The individual steps will count as classwork grades.

The guidebook and presentation will be evaluated using the attached rubric. You will also rate your fellow group members. Your ratings will be included in the group participation section of the rubric.
Create Your Own Island Country Rubric

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td><strong>Guidebook</strong></td>
<td>Contains all required elements. Information is logical and consistent with island’s location.</td>
<td>Contains most required elements. Information is logical and consistent with island’s location.</td>
<td>Contains some required elements OR information is not logical and consistent with island’s location.</td>
<td>Missing many required elements. Information is not logical and consistent with island’s location.</td>
</tr>
<tr>
<td><strong>Supplemental Materials</strong></td>
<td>All supplemental materials are included and fit with the culture/location of the island.</td>
<td>Most supplemental materials are included and are consistent with the culture/location of the island.</td>
<td>Some supplemental items are included. Some materials are not consistent with the culture/location of the island.</td>
<td>Missing most supplemental items. Materials do not match the culture/location of the island.</td>
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<tr>
<td><strong>Presentation</strong></td>
<td>Able to discuss and answer questions about the country in great detail.</td>
<td>Able to discuss and answer questions about the country.</td>
<td>Some difficulty in discussing or answering questions about the country.</td>
<td>Great difficulty in discussing or answering questions about the country.</td>
</tr>
<tr>
<td><strong>Group Participation</strong></td>
<td>Teachers observed continual participation in assigned work. 20 points or higher on peer evaluations.</td>
<td>Teachers observed consistent participation in assigned work. 15-19 points on peer evaluations.</td>
<td>Teachers observed some participation in assigned work. 10-14 points on peer evaluations.</td>
<td>Teachers observed little to no participation in assigned work. Less than 10 points on peer evaluations.</td>
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<td><strong>Overall Product</strong></td>
<td>Products are neat, organized and creative with limited grammar/spelling errors.</td>
<td>Products are neat and organized with some grammar/spelling errors.</td>
<td>Products lack neatness or organization and/or has multiple grammar/spelling errors.</td>
<td>Products are difficult to read or understand.</td>
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**Bonus Items**

**Comments**
Write the names of your group members in the numbered boxes. Assign yourself a value for each attribute. Then do the same for each member of your group.

Values: 5 = Superior  4 = Above Average  3 = Average  2 = Below Average  1 = Weak

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<thead>
<tr>
<th>Attribute</th>
<th>Me</th>
<th>1.</th>
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<tr>
<td>Participated in group decisions</td>
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<td>Helped keep the group on task</td>
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<td>Contributed useful ideas</td>
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<td>Amount of work done</td>
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<td>Quality of work completed</td>
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<td><strong>TOTALS</strong></td>
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