

Name: _____ Date: _____ Class: _____

Hands-On Chapter 2 Project

Geography, Economics and Civics Connections

Project Goal: Students will participate in a simulation in order to learn how physical geography influences the way people live, why people trade, and why people form government.

Essential Questions: How does geography influence the way people live? Why do people trade? Why do people form governments?

Skills Addressed:

- responsibility and accountability; decision making
- information and communication technologies literacy; creating displays
- making comparisons; drawing conclusions

Materials Needed:

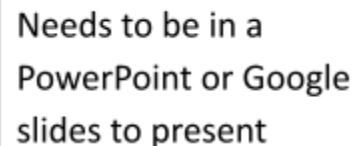
Discovering Our Past: A History of the World

Computer and Internet access

Hands-On Chapter Project Worksheets

Materials for map design: posterboard or drawing paper, crayons, markers

Needs to be in a
PowerPoint or Google
slides to present



Project Information: You will be inventing a country and creating a map of your country. Your job is to choose the name and identify the physical geographic features that are located in and around your country. You will also decide what products and services you will trade and with whom.

Things to Think About

How will the natural resources (water, food from plants, animals, etc.) affect your country's economic activities?

Geographic information that you NEED TO INCLUDE on your map:

Area - square miles

Physical Features - mountains, plains, lakes, rivers, oceans

Climate - tropical, dry, mild and moist, cold and moist, or polar

Vegetation - types of plant life used as food and raw materials

Population and Distribution - the total number of people and the amount of people living within a specific area (Capital and cities labeled)

Animals - any animal life

Economic information that you NEED TO INCLUDE on your map:

Goods - products or raw materials

Services - tasks performed for others

Cultural information you MAY include on your map if you choose to:

Housing - types of shelter that are found or built

Language - body of words or methods of communication used

Ethnicity - linguistic, racial, or religious traits common to a group of people

My Task List

1. Review chapter two in your textbook to recall the ways in which communities have been able to thrive successfully.
2. Brainstorm to define what your country is like and what it produces.
3. Use the top half of the Welcome to My World worksheet to brainstorm possible features to include on the map.
4. Create the map of your country.
5. Present the map and discuss all aspects of your country with the class.

DUE DATE: _____

Welcome to My World

Name: _____

Part I

Directions: Brainstorm elements to include on your map. Be sure to think about how physical geography will affect the types of goods and services your country will produce.

Name of my Country	
Climate	
Area	
Physical Features	
Vegetation and Animals	
Population and Distribution	
Goods and Services	

Part II

Directions: Observe all of the map presentations. Take notes on the products that each country trades.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

Directions: Decide the best and worst trading partner for your country.

[illegible]

Rubric:

Points	Research	Presentation
5	Map is extremely detailed and creative; map includes aspects of culture that a real country would have; research was completed in order to realistically show how geography, trade, and government are related.	All required elements are included; map is neatly drawn and colored; all labels are clear and legible; presentation was insightful and interesting.
4	Map is complete and shows signs of research and imagination; map includes aspects of culture that a real country would have; student shows how geography, trade, and government are related.	All required elements are included; map is drawn and colored; all labels are clear and legible; presentation was thoughtful and original.
3	Map is complete and shows signs of research; map includes some aspects of culture that a real country would have; student demonstrates how geography, trade, and government are related in their country.	All required elements are included; map is drawn and colored; all labels are legible; presentation was clear and complete.
2	Map is complete but shows minimal signs of research; map includes few aspects of culture that a real country would have; student demonstrates how at least two of the following are related in their country: geography, trade, and government.	Some required elements are included; map is drawn and somewhat colored; most labels are legible; presentation does not explain fully the elements of the map or the country's culture.
1	Map is incomplete; map includes few aspects of culture that a real country would have; student demonstrates little understanding about how geography, trade, and government are related in their country.	Many required elements are missing; features of the map are difficult to distinguish; most labels are illegible; presentation does not explain the elements of the map or the country's culture.
Teacher Assessment		