

MORA - Spring 2016  
COUNTRY PROJECT  
Poster/ Flipperdoodle/ Lesson

Total Value: 125 points

**POSTER** (40 points) DUE: FRIDAY, MARCH 4th

**FLIPPERDOODLE** (60 points) DUE: FRIDAY, MARCH 11th

**LESSON** (25 points) DUE: MONDAY, MARCH 14th

**TASK:** Using the criteria listed below and the websites listed on my blog, you will collect pertinent and informative data, record accurate and enlightening facts and gather compelling and meaningful images related to a country of your choice. Evidence of your learning will take 3 different forms. A poster will artfully display the statistics. a flipperdoodle will have researched writing, maps, images and personal commentary about the country you study. Lastly, you will teach the class a 5 minute lesson about the country you study. *Please note that the deadlines are firm and there will not be an extension of time for any of the 3 components of the project. Class time will be given but students are also expected to work on the project outside of class.*

**Resources provided:** paper, maps, printer, internet access, colored pencils

**Websites:**

- CIA World Factbook <https://www.cia.gov/library/publications/the-world-factbook/index.html>
- Every Culture.com <http://www.everyculture.com/index.html>
- Country Reports <http://www.countryreports.org/index.htm> (Username: [mora@4j.lane.edu](mailto:mora@4j.lane.edu) password: finalproject)

**POSTER** - DUE FRIDAY, MARCH 4th

Top: Title (Country name)

Middle: outline in the shape of country (political border) and colored in

Left side: People

- Statistics: Population, Life Expectancy, Ethnic Groups, Religions, Languages, Government type and political leader

Right side: Place

- Statistics: Climate, Natural Hazards, Agricultural Products, Natural Resources, Industries, Exports/Imports

Bottom: National symbols

- National animal, flower, bird, etc.

**BONUS:** 2 -3 "Did you know" facts about country

**FLIPPERDOODLE** will have 10 flaps - DUE FRIDAY, MARCH 11th

**1. Top flap (front)** - Name of country, colored picture of flag, your name

**Top flap (inside)** - symbolism of design/colors of flag explained, Country leader(s) identified, small world map with country colored in

**2. flap labeled: History**

- In your own words write a brief history of the country (3 - 4 paragraphs) highlighting some significant events and historical figures of the country BONUS OPTION: Add a historical timeline

**3. flap labeled: Food in Daily Life and Native Dishes**

- Identify and describe food/meals/beverages/eating habits common in country
- at least 1 visual image

**4. flap labeled: Festivals, Holidays and Traditions**

- Describe at least 2 festivals/holidays celebrated in country
- Identify at least one important tradition and explain its significance
- at least 2 visual images

**5. flap labeled: (2 Cultural Topics of choice from ABC's of Culture)**

- Choose 2 ABCs of Culture (other than Yum or History) and explain its cultural significance in 1-2 paragraphs each (Refer to handout for the identification of the ABCs of Culture)
- at least 2 visual images

**6. flap labeled: Political Map/ Places of Interest**

- Political Map of country - major cities, capital city, political boundary labeled
- identify and describe (1 paragraph each) 2 different attractions or places of interest in country
- at least 2 visual images

**7. flap labeled: Physical Map/ Native Animals and Plants**

- Physical Map of country colored to show terrain, mountains, rivers, etc. with Map Key
- identify and list animals (mammals, reptiles, birds, marine life) found in country (not in zoos in the country) (more than 10 less than 20)
- FOCUS on ONE of the animals provide information (1-2 paragraphs)
- identify and list at least 5 plants native to your country/region
- FOCUS on ONE of the plant species and provide information (1-2 paragraphs)
- at least 2 visual images

**8. flap labeled: Focus on (1 of 5 Themes of Geography and 1 of 7 Characteristics of Culture)**

- Connect 1 of the 5 Themes of Geography to the country and explain in 1-2 paragraphs (Location, Place, Human Interaction with Environment, Movement, Region)
- Apply 1 of the 7 Characteristics of Culture to the dominant culture of the country; analyze (1-2 paragraphs) (Learned, From generation to generation, Dynamic, Adaptive, Integrated, Based on Symbols, Ethnocentric)
- at least one visual image

**9. flap labeled: Current Issues/ Comparisons to the USA**

- Identify at least 2 major issues and/or events in the country; explain its significance and possible connection to the U.S.
- provide **3 graphs** comparing/contrasting data of the country to the data of the USA (pie chart, bar graph, line graph) (Use statistics from CIA World Factbook and Country Reports website)

**10. Personal Commentary/ How would life be different if I lived in \_\_\_\_\_.**

- Based on your research, share your observations, inquiry-based questions, patterns you noticed, connections, etc.(2-3 par.)
- Based on your findings and understanding of the culture and geography of the country write about how your life would be different (aside from speaking a different language) if you lived in the country you are studying compared to life in the USA.

**LESSON - MONDAY, MARCH 14th - WEDNESDAY, MARCH 16th**

Your task is to teach the rest of the class a minimum of **4** things about the country and culture you focused on. Preferably those 4 things would be balanced – 2 topics on “The People”, 2 topics on “The Place”.

The lesson needs to involve 3 components:

- presentation of information (10 points)  
(be as specific as possible and use some visual aides.)
- interactive piece (10 points)  
(have students DO something & be actively involved – not just a passive listener)
- assessment – (5 points)  
(example of assessment = quiz, q&a, written response from students)

The whole lesson should take about 5 -8 minutes. Please take this seriously. Ensuring your “students” are learning is a bit more involved than just presenting information. Your goal is to educate your classmates – consider the best approach. Be dynamic (vocab. word ☺), organized and focused. Your lessons will begin on Monday, March 14<sup>th</sup>. There will be a reflection sheet for you to fill out and turn in after you give your lesson.

What is culture? Everything, from A to Z!

## The ABCs of Culture

We do not have a category for either "customs" or "values."

Customs exist in nearly every category.

Values exist in many categories, especially religion.

**A**rt & Literature - What artforms (painting, music) and literary forms (novel, drama) are typical of this culture?

**B**uildings - What building (monument, statue, structure) symbolizes this culture?

**C**ommunication & Transportation - How is information spread? How does the average person get around?

**D**ress - What clothing is typical of this culture?

**E**conomy - What drives this economy . . . farms, factories, or services? What is the biggest employer?

**F**amily - What is the status of women and children? How well are women and children treated?

**G**overnment - Who has power? How is the average citizen connected to the government?

× **H**istory - What major event shaped this culture?

**I**con - What images cause an immediate emotional response in nearly every person?

**J**obs -How does the average person make a living?

**K**nowledge - How is knowledge (skills, habits, values, attitudes) passed from one generation to the next?

**L**anguage - What language do people speak?

**M**ovement & Migration - Who moves into and out of this culture?

**N**ational pride - What people, places, or things spark feelings of loyalty and patriotism?

**O**rganizations - In this culture, what are the most important organizations (formal and informal)?

**P**opulation - What groups (age, race, religion, language, ethnic group) shape the culture?

**Q**uality of life - Rate the average person's health and happiness.

**R**eligion - What are the religious beliefs and values? What are the traditional holidays, festivals, ceremonies?

**S**tatus - What groups (racial, ethnic, religious, cultural, professional) have high and low status?

**T**aboos - What behavior is totally unacceptable?

**U**rban or Rural - Do most people live in the city or the countryside?

**V**acation & Recreation - What do people do for fun? What are the sports?

**W**ays of everyday life - In this culture, how do people take care of cooking, shopping, washing clothes?

**X** marks the spot - - How does geography shape the culture?

× **Y**um - What does the typical family eat for breakfast, lunch and dinner? This culture is famous for what food?

**Z**tuff - What stuff is typical? (You know, like chopsticks in China.)

