

# Let's Create An Island

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## INTRODUCTION

This integrated unit, *Create Your Own Island*, was written for grades 6 to 8, although it could be modified and used for students both older and younger.

The objective of the unit is for groups of students to create an island, following a set of suggestions, deciding on such things as its location, topography, climate, population, employment, form of government, leisure activities, education. It will enable students to learn important geographic, scientific and civic concepts in a manner that is enjoyable and imaginative.

For each activity a concept is taught as a class activity, followed by independent exercises to reinforce what has been taught. The students then use this knowledge when creating their own island.

Finally, each group will present its island and community structure to the class.

The unit consists of fourteen activities. Each activity is divided into a lesson plan for the teacher giving details of concepts to be taught, exercises to reinforce these concepts and an activity sheet for each group.

Also included are suggestions for teaching the unit, rubrics for evaluation, tracking sheets, peer and self evaluation sheets and an answer key where applicable. It is not possible to give answers for all exercises because some will be different as some exercises are based on organization in their own location and this will vary.

## SUGGESTIONS FOR TEACHING THE UNIT

1. Read the unit and choose those that are suitable for your class. You do not have to use all the activities to make this unit useful. You may wish to modify some activities for some students in your class.
2. Divide the class into groups of between four and six students. Groups of mixed ability work well, but if you divide the class into groups according to ability, some groups will require help and supervision from a teacher, teaching aide or parent volunteer. The unit could be done by two classes simultaneously, and group members could come from both classes.
3. A sheet has been provided to help with organization within the group. Each group will need a coordinator, a secretary, a supplies manager and a time keeper. Research, written and art activities will be shared by all group members.
4. Introduce the unit by explaining the overall objective and organization. You might want

## Lesson Plan 1

## Location of the Island

### A. **Concept - Longitude and Latitude:**

Lines of latitude and longitude are used to give the location of places on the earth. They are imaginary lines running horizontally and vertically placed on maps and globes.

They are measured in units called degrees and minutes.

Lines of latitude are imaginary lines placed horizontally.

The Equator is the line round the center of the Earth.

Lines of latitude go north or south from the Poles to the Equator.

Lines of longitude are placed vertically round the globe.

They go east and west from a line running through Greenwich, England. This line is calculated to be 0 degrees.

Lines of longitude are also used to calculate time.

**Exercises:** See pages 16 - 20.

### B. **Discussion**

Points to consider when choosing a location for your island:

- proximity to continents and other countries:
- will you be influenced by this? how? ( trade, currency, influence)
- what kind of climate do you want?

### C. **Student Activity**

Draw outline of island.

Give its dimensions - length, width.

Give its location using longitude and latitude.

Give your island a name.

Draw your island on a map of the world.

### D. Use student outline to make ten or twelve copies.

Keep one outline as a master copy as it might be needed later in the project.

### E. **Class Activity**

On a large map of the world, have each group indicate the location of their islands.

Display this in the classroom.

## Climatic Regions of the World

Use an atlas and the world map on page 23 to complete the following activities.

1. Name two countries, one from the northern and one from the southern hemisphere, for each of the climatic regions:

### A - Tropical Moist Climates:

Northern Hemisphere - \_\_\_\_\_

Southern Hemisphere - \_\_\_\_\_

### B - Dry Climates:

Northern Hemisphere - \_\_\_\_\_

Southern Hemisphere - \_\_\_\_\_

### C - Moist Mid-latitude Climates with Mild Winters.

Northern Hemisphere - \_\_\_\_\_

Southern Hemisphere - \_\_\_\_\_

### D - Moist Mid-Latitude Climates with Cold Winters.

Northern Hemisphere - \_\_\_\_\_

Southern Hemisphere - \_\_\_\_\_

### E - Polar Climates:

Northern Hemisphere - \_\_\_\_\_

Southern Hemisphere - \_\_\_\_\_

2. Where do you live? \_\_\_\_\_

In which climatic region is your country? \_\_\_\_\_

### **Activity 3 - The Topography of the Island**

A. Discuss with your group the topography of your island:

- Are there hills and mountains on the island?
- Are there rivers, streams or lakes on the island?
- discuss where to place these on the island.

The secretary should make notes of the conclusions of the group.

B. Using contour lines, draw the topography of the island on one of the blank outlines.

Remember contour lines that are placed close together show a steep incline.

C. Insert any lakes rivers or streams on your island.

Consider in which direction the rivers and streams will flow.

Think about the topography of the island when doing this.

All water is colored blue on a map.

D. Color the map using accepted colors to show the elevation of the ground: green, yellow and brown.

Make a key for the ground elevation.

E. Name any rivers, lakes and streams.

F. If you have a mountain on your island, this can also be named.

G. Add these features to the master copy of the map.

## Activity 8 - Employment on the Island

- A. Discuss in your group how your population is going to be employed.  
What jobs will be needed on the island?  
What jobs will be available?  
You will need to consider the resources of the island when deciding this.  
Consider the natural resources, climate, and the number of people living on the island.  
Remember that some of the population will be too old to work and some will be children and too young to work. How will this affect employment?  
Will you have all three categories of employment on your island?  
Have your secretary make notes on your discussion.
- B. Make a written list of types of work that is needed and available on the island.  
Create one chart showing if this is primary, secondary or tertiary employment.
- C. Create a second chart showing how some of this employment is linked together.
- D. Which level of employment has the most work available.  
Why is this?

## How Laws Are Made

- A. What is a law? Write a definition to explain this.  
Make a list of ten laws that apply to your country.  
What happens if you break these laws?
- B. If you could add a law to those already in existence, what would it be?  
Why do you think it is necessary?  
What would you do with people who break this law?
- C. Use the resources available to you and find out how laws are made in the following types of governmental systems:
- 1) a constitutional monarchy with an elected parliament and a Prime Minister.
  - 2) a country under military rule.
  - 3) a presidential republic
  - 4) a one party state.

Present your findings in the form of a chart.