

NAME(S):

WALDEN GREEN MONTESSORI

THE ISLAND

CAPSTONE PROJECT (PART 2)



GEOGRAPHY LOCATION COORDINATES AREA CLIMATE
TERRAIN LAND AND WATER FORMS BIOMES FLORA FAUNA
NATURAL RESOURCES NATIONALITY LANGUAGES RELIGION
POPULATION HISTORY MAJOR CITIES LIFE EXPECTANCY
GOVERNMENT CAPITAL CONSTITUTION BUDGET
AGRICULTURE INDUSTRIES EXPORTS IMPORTS CULTURE
RENEWABLE ENERGY TRANSPORTATION MILITARY RAILWAYS
ROADWAYS AIRPORTS NATIONAL PARKS TOURISM
NATIONAL ANTHEM ETHNIC GROUPS FUNDAMENTAL NEEDS

prepared by Mark Roessing

THE IMAGINARY ISLAND
CAPSTONE PROJECT
WALDEN GREEN MONTESSORI

LEVELS
&
EXPECTATIONS

<p>Level 1: Latitude & Longitude</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructions/Directions <input type="checkbox"/> Video Presentations: 1A, 1B, 1C <input type="checkbox"/> Follow-Up Activity 	<p>Level 2: Global Marine & Wind Currents</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructions/Directions <input type="checkbox"/> Video Presentations: 2A, 2B, 2C, 2D <input type="checkbox"/> Follow-Up Activity 	<p>Level 3: Global Precipitation & Biomes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructions/Directions <input type="checkbox"/> Video Presentations: 3A, 3B, 3C, 3D, 3E <input type="checkbox"/> Follow-Up Activity
<p>Level 4: Initial Map/Island Sketch</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructions/Directions <input type="checkbox"/> Video Presentations: 4A <input type="checkbox"/> Follow-Up Activity 	<p>Level 5: The Big Picture</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructions/Directions <input type="checkbox"/> Video Presentations: 5A <input type="checkbox"/> Follow-Up Activity 	<p>Level 6: Island Climates & Biomes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructions/Directions <input type="checkbox"/> Video Presentations: none (<i>individual research</i>) <input type="checkbox"/> Follow-Up Activity
<p>Level 7: Island Land & Water Forms</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructions/Directions <input type="checkbox"/> Video Presentations: 7A, 7B, 7C, 7D, 7E <input type="checkbox"/> Follow-Up Activity 	<p>Level 8: Island Flora (plants)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructions/Directions <input type="checkbox"/> Video Presentations: none (<i>individual research</i>) <input type="checkbox"/> Follow-Up Activity 	<p>Level 9: Island Fauna (animals)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructions/Directions <input type="checkbox"/> Video Presentations: none (<i>individual research</i>) <input type="checkbox"/> Follow-Up Activity
<p>Level 10: Natural Resources (biotic/abiotic)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructions/Directions <input type="checkbox"/> Video Presentations: 10A, 10B <input type="checkbox"/> Follow-Up Activity 	<p>Level 11: Island Energy Consumption</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructions/Directions <input type="checkbox"/> Video Presentations: 11A, 11B, 11C, 11D <input type="checkbox"/> Follow-Up Activity 	<p>Levels 12-13: Urban, Suburban, Rural Areas</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructions/Directions <input type="checkbox"/> Video Presentations: 12A, 12B <input type="checkbox"/> Follow-Up Activity
<p>Level 14: Island Political Physical Map</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructions/Directions <input type="checkbox"/> Video Presentations: 14A, 14B <input type="checkbox"/> Follow-Up Activity 	<p>Levels 15-17: Island Flag & Collage</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructions/Directions <input type="checkbox"/> Video Presentations: 16A, 16B <input type="checkbox"/> Follow-Up Activity 	<p>Levels 18: Island History</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructions/Directions <input type="checkbox"/> Video Presentations: 18A, 18B, 18C <input type="checkbox"/> Follow-Up Activity
<p>Levels 19: Island Area, Climate, Terrain</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructions/Directions <input type="checkbox"/> Video Presentations: none (<i>individual research</i>) <input type="checkbox"/> Follow-Up Activity 	<p>Levels 20: Island Resources & Hazards</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructions/Directions <input type="checkbox"/> Video Presentations: 20A <input type="checkbox"/> Follow-Up Activity 	<p>Levels 21: Island Ethnic Groups</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructions/Directions <input type="checkbox"/> Video Presentations: 21A, 21B, 21C, 21D <input type="checkbox"/> Follow-Up Activity
<p>Levels 22: Island Languages & Religion</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructions/Directions <input type="checkbox"/> Video Presentations: 22A, 22B, 22C, 22D, 22E, 22F <input type="checkbox"/> Follow-Up Activity 	<p>Levels 23: Island Age Demographics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructions/Directions <input type="checkbox"/> Video Presentations: 23A, 23B <input type="checkbox"/> Follow-Up Activity 	<p>Levels 24-25: Island Form of Government</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructions/Directions <input type="checkbox"/> Video Presentations: 24A, 24B, 24C, 24D, 24E <input type="checkbox"/> Follow-Up Activity
<p>Levels 26: Island Capital & Constitution</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructions/Directions <input type="checkbox"/> Video Presentations: none (<i>individual research</i>) <input type="checkbox"/> Follow-Up Activity 	<p>Levels 27: Island National Anthem</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructions/Directions <input type="checkbox"/> Video Presentations: 27A <input type="checkbox"/> Follow-Up Activity 	<p>Levels 28: Island Budget & Exports/Imports</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructions/Directions <input type="checkbox"/> Video Presentations: 28A, 28B, 28C, 28D, 28E <input type="checkbox"/> Follow-Up Activity
<p>Levels 29: Transportation & Infrastructure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructions/Directions <input type="checkbox"/> Video Presentations: 29A, 29B, 29C <input type="checkbox"/> Follow-Up Activity 	<p>Levels 30: Island Stances on Social Issues</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructions/Directions <input type="checkbox"/> Video Presentations: "Social Issues" folder <input type="checkbox"/> Follow-Up Activity 	<p>Island Extension Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choice 1: <input type="checkbox"/> Choice 2: <input type="checkbox"/> Choice 3:



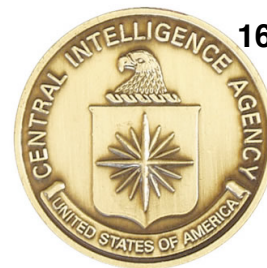
WORLD FACTBOOK ANALYSIS FOR:

I. CIA World Factbook Report

- I.I. map, flag, photos
- I.II. geography
- I.III. people and society
- I.IV. government
- I.V. economy
- I.VI. transportation
- I.VII. tourism
- I.VIII. governmental stance/positions



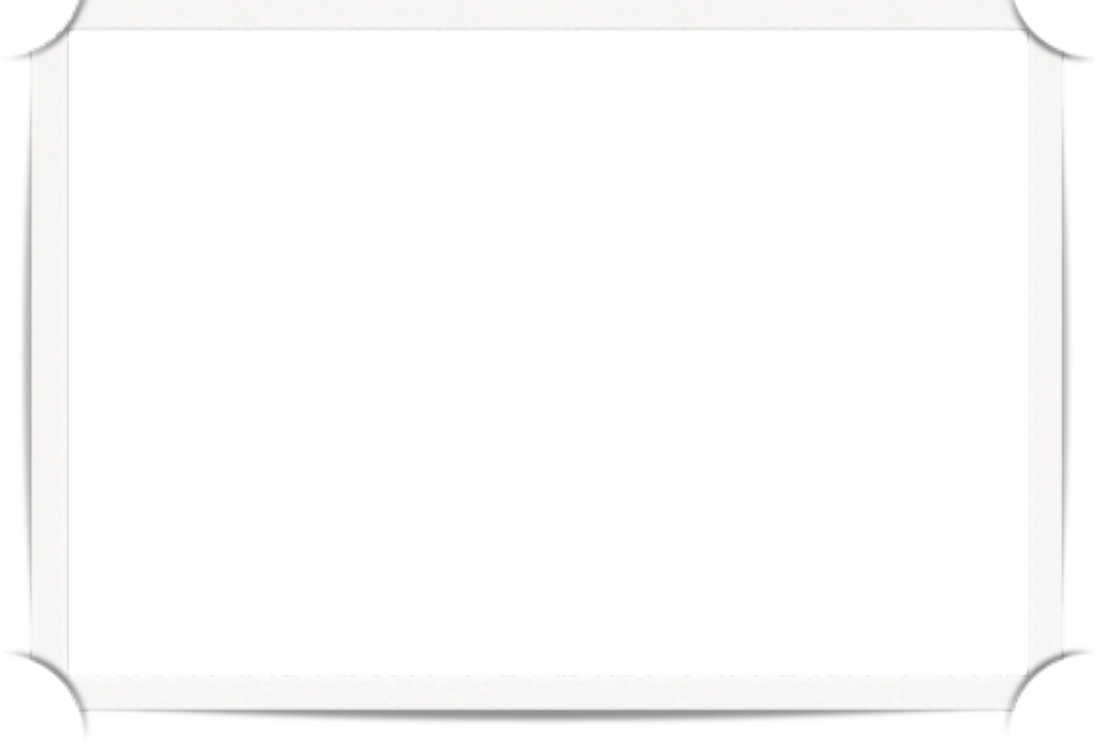
CIA WORLD FACTBOOK REPORT



MAP:



FLAG:



FLAG DESCRIPTION:



CIA WORLD FACTBOOK REPORT

PHOTO COLLAGE (from magazines):





CIA WORLD FACTBOOK REPORT



INTRODUCTION/BACKGROUND/HISTORY

FIRST SETTLERS

Who:

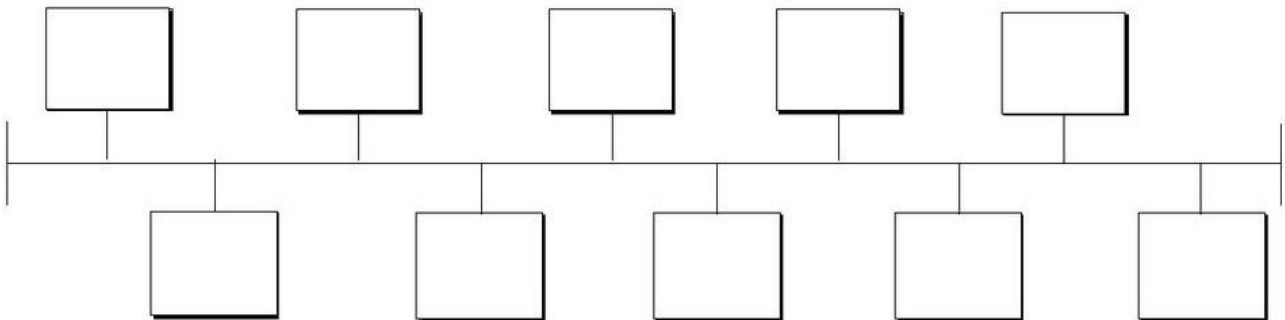
When:

Where:

Why:

First Language(s):

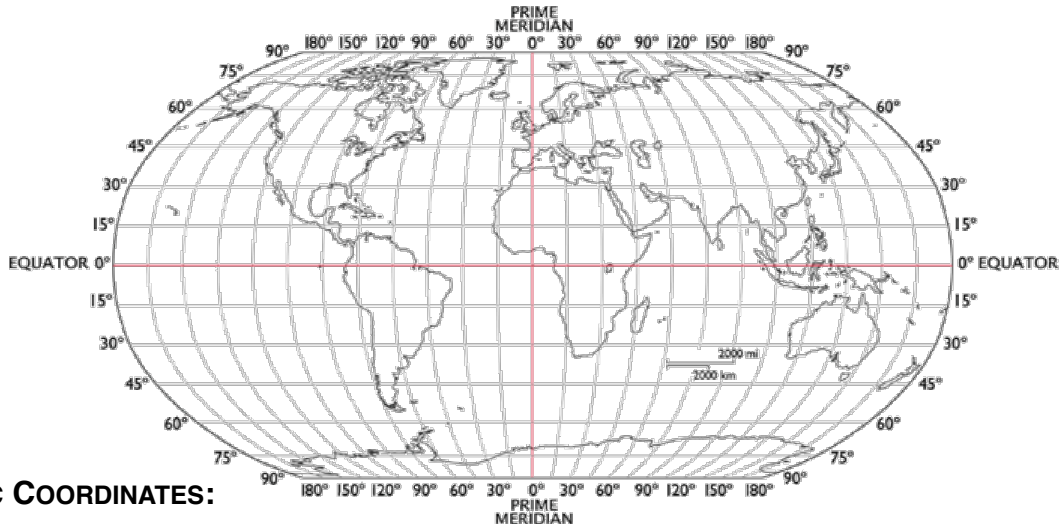
TIMELINE OF MAIN ISLAND EVENTS





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LOCATION:



GEOGRAPHIC COORDINATES:

LATITUDE: _____ **TO** _____

LONGITUDE: _____ **TO** _____

AREA:

TOTAL: _____ **SQUARE KILOMETERS**

LAND: _____ **SQUARE KILOMETERS**

WATER: _____ **SQUARE KILOMETERS**

AREA COMPARATIVE (i.e. about half the size of Africa): _____

CLIMATE:

TERRAIN (LAND AND WATER FORMS):



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**ELEVATION EXTREMES:****HIGHEST POINT:****LOWEST POINT:****NATURAL RESOURCES:****NATURAL HAZARDS (WHERE & WHY):**

- TSUNAMIS:
- VOLCANOES:
- EARTHQUAKES:
- HURRICANES:
- TORNADOES:
- FLOODING:
- FOREST FIRES:
- OTHER:



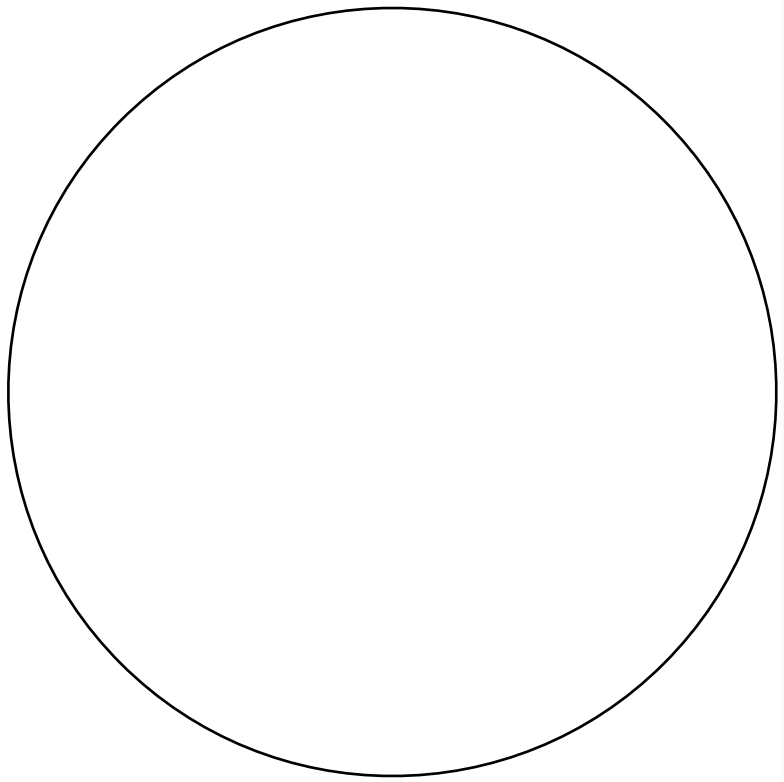
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NATIONALITY (i.e. noun - American, adjective - American):

ETHNIC GROUPS PIE GRAPH (i.e. Caucasian, Black, Asian, Hispanic, Other, etc.):

%	_____
%	_____
%	_____
%	_____
%	_____
%	_____
%	_____
%	_____



DOES THE ISLAND HAVE ITS OWN UNIQUE ETHNIC GROUP? IF SO, WHAT?



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LANGUAGES PIE GRAPH (i.e. English, Spanish, Chinese, Arabic, French, created language, etc.):

% _____

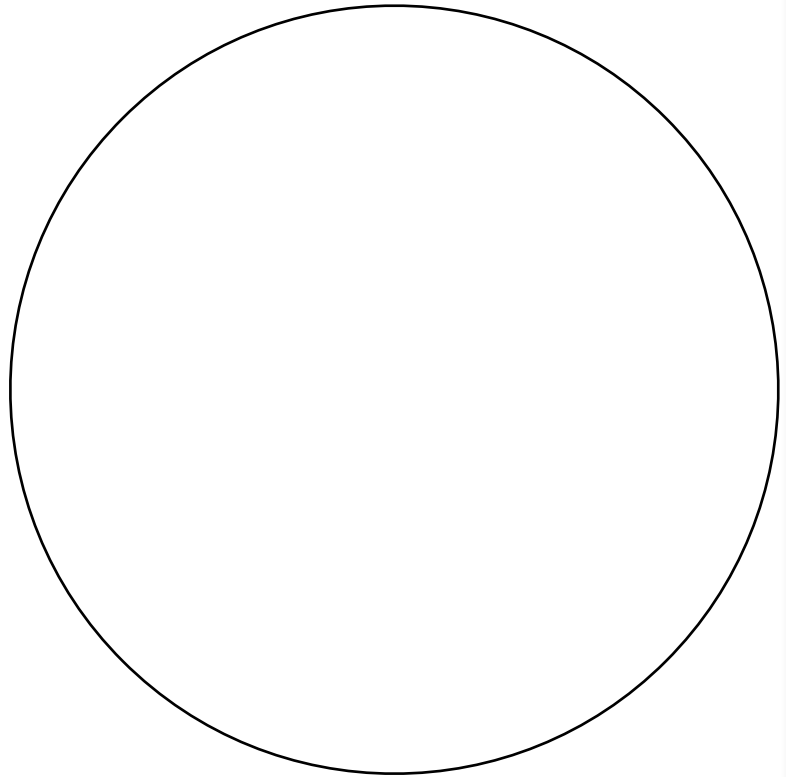
% _____

% _____

% _____

% _____

% _____



DOES THE ISLAND HAVE ITS OWN UNIQUE LANGUAGE? IF SO, WHAT?

RELIGIONS (i.e. Protestant/Christian, Catholic/Christian, Jewish, Buddhist, Muslim, Other, etc.):

% _____ % _____ % _____

% _____ % _____ % _____



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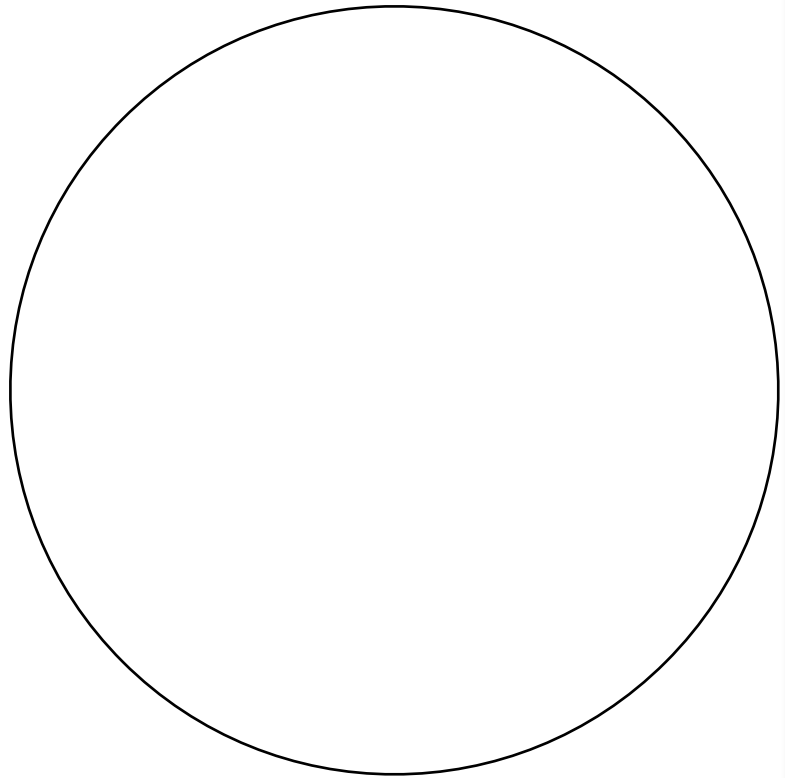
POPULATION:

AGE STRUCTURE PIE GRAPH:

- 0-14 years**

- 15-64 years**

- 65 years and over**



LIFE EXPECTANCY AT BIRTH:

TOTAL POPULATION: _____ **AVERAGE YEARS**

MALE: _____ **AVERAGE YEARS**

FEMALE: _____ **AVERAGE YEARS**



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TYPE OF GOVERNMENT:

ANARCHY is a situation where there is no government. This can happen after a civil war in a country, when a government has been destroyed and rival groups are fighting to take its place. Anarchists are people who believe that government is a bad thing. They say it stops people organizing their own lives.

In a **CAPITALIST** or free-market country, people can own their own businesses and property. People can also buy services for private use, such as healthcare. But most capitalist governments also provide their own education, health and welfare services.

In a **COMMUNIST** country, the government owns things like businesses and farms. It provides its people's healthcare, education and welfare.

In a **DEMOCRACY**, the government is elected by the people. Everyone who is eligible to vote has a chance to have their say over who runs the country.

DICTATORSHIP: This is a country ruled by a single leader. The leader has not been elected and may use force to keep control. In a military dictatorship, the army is in control.

FEDERAL GOVERNMENT: In this type of system, a central government shares power with a number of small local governments. The USA is a type of this, called a federal republic.

A **MONARCHY** has a king or queen. In some traditional monarchies, the monarch has absolute power. But a constitutional monarchy, like the UK, also has a democratic government that limits the monarch's control.

SOCIALISM is a way to organize a society. It deals mostly with the economy, or the part of a society that creates wealth. The goal of socialism is to spread wealth more evenly and to treat all people fairly. Goods are produced and distributed based on need rather than on market forces such as profitability, price and consumers' purchasing power. In a socialist economy, workers contribute to society based on their ability and receive according to their needs, rather than being paid wages and using that money to purchase what they want.

TOTALITARIAN STATE: This is a country with only one political party. People are forced to do what the government tells them and may also be prevented from leaving the country.

OTHER:



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WHY THIS TYPE OF GOVERNMENT? (USE COMPLETE SENTENCES)

1.

2.

3.

4.

5.



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SUFFRAGE (legal age to vote):

NATIONAL SYMBOL:

NATIONAL ANTHEM (at least lyrics):

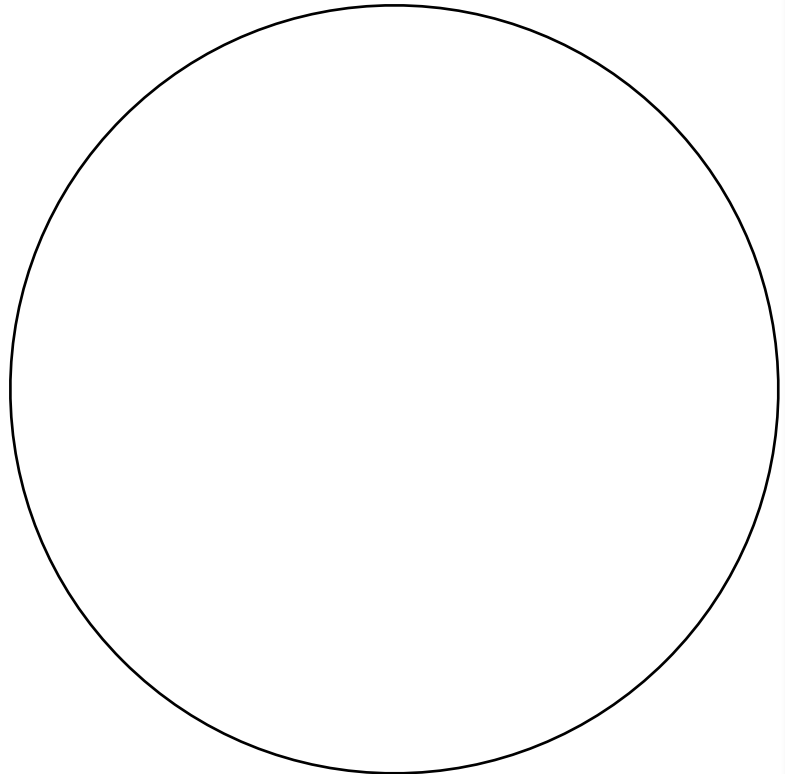


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ISLAND BUDGET PIE GRAPH (MUST EQUAL 100%):

- % Health and Human Services
- % Education
- % Transportation
- % Agriculture
- % Justice
- % Environmental Protection
- % Commerce/Business
- % Energy
- % Military/Defense
- % Other Programs:



ECONOMY:

AGRICULTURE (PRODUCTS):

INDUSTRIES:

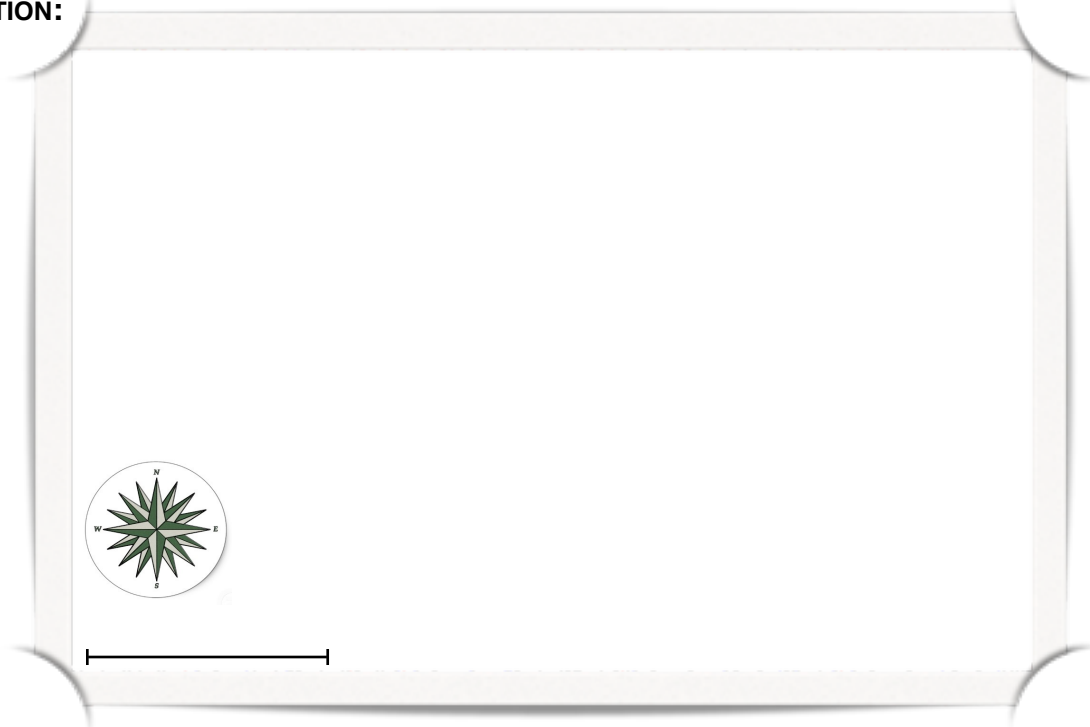
EXPORTS:

IMPORTS:



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TRANSPORTATION:



DRAW/LABEL ISLAND'S AIRPORTS, PIPELINES, RAILWAYS, HIGHWAYS, AND MAIN TOURIST ATTRACTIONS



highways (total distance in km: _____)



tollways (total distance in km: _____)



airports: _____



pipelines (total distance in km: _____)



railways (total distance in km: _____)



tourist attractions: _____
(include National Parks)



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GOVERNMENTAL STANCES/POSITIONS ON...

➔ *Climate Change:*

➔ *Fracking:*

➔ *Genetically Engineered Organisms (GMOs):*

➔ *Gun Control:*

➔ *Health Care:*

➔ *Immigration:*

➔ *Plastic Bags:*

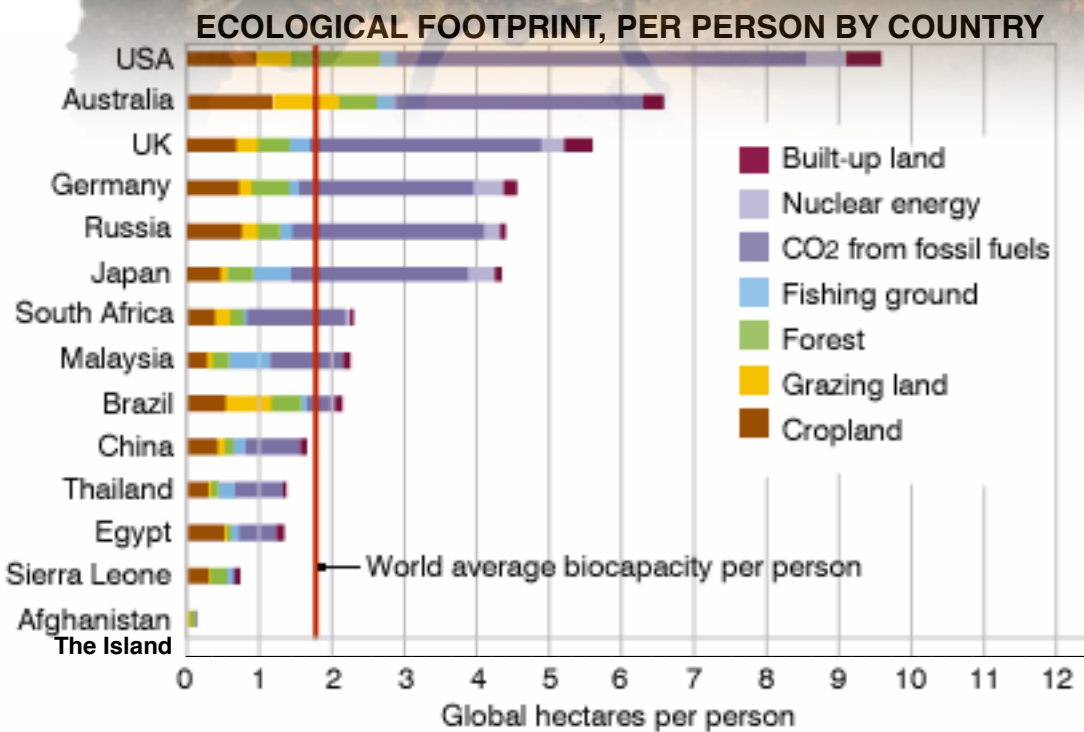
➔ *Taxes:*

➔ *Water Crisis:*

➔ *World Hunger:*

THE IMAGINARY ISLAND CAPSTONE PROJECT WALDEN GREEN MONTESSORI

EX TEN SIONS



Research a Renewable Energy Source and Create a 3D Model



PREZI SLIDESHOW OPTIONS:

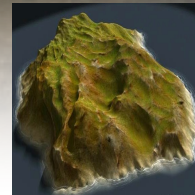
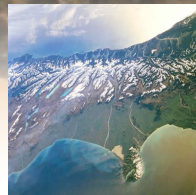
- ★ ISLAND CUSTOMS/TRADITIONS AND MANNERS
- ★ ISLAND CLOTHING
- ★ ISLAND MUSIC
- ★ ISLAND ART
- ★ ISLAND ARCHITECTURE (HOMES & BUILDINGS)
- ★ ISLAND GREETINGS AND HANDSHAKES
- ★ ISLAND SPORTS

CREATE A LANGUAGE FOR YOUR ISLAND:

- ★ DECIDE ON THE SOUNDS OF THE LANGUAGE
- ★ CREATE THE LEXICON (VOCABULARY)
- ★ CREATE THE GRAMMAR
- ★ DESIGN AN ALPHABET
- ★ DECIDE HOW THE ALPHABET IS MODIFIED FOR CURSIVE HANDWRITING
- ★ TRANSLATE THE DESIRED TEXT

THE IMAGINARY ISLAND
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WALDEN GREEN MONTESSORI

3D
MODEL/
DIORAMA



3D MODEL DIRECTIONS

TEACHER APPROVAL TO BEGIN: _____

(GO IN ORDER)

- CUT OUT SHAPE OF ISLAND WITH POSTER BOARD
- BUILD UP 2 INCH FOUNDATION WITH NEWSPAPER
- TAPE DOWN ISLAND SHAPE/FOUNDATION (MASKING TAPE)
- MOLD MOUNTAINS AND LAKES OUT OF CLAY
- PAPER MACHE ISLAND (3 LAYERS OF 1 INCH STRIPS)
- PAINT OCEAN WATER
- PAINT LANDFORMS (USING BIOME COLORS)
- ATTACH LANDSCAPING TURF FOR BIOMES (USING BRUSH & GLUE)
- FILL IN LAKES AND RIVERS WITH GEL GLUE
- CREATE PERSONALIZED NAME/DISPLAY CARD FOR ISLAND