

Country History Research Project  
7th Grade

United States educational law requires that elementary or junior high students study their state's history. Accelerated Christian Education has developed state history courses for Florida and Texas and now has available this helpful, guided information packet for all other states. If not in the United States, complete the project on the country you are in. By completing this country history project, your students will be able to fulfill their state's requirements.

This Country History Research Project is a guided "hands-on" experience in research. The student should use the outline as a topic guide and plan to spend some time at the local library perusing several books related to his state's history. He may utilize encyclopedias, Internet resources, and other research materials. Not only will this country's history project enhance the student's understanding of his country's heritage, but it will also help him develop a deeper appreciation for his home country.

The requirements for the Country History Research Project are listed on the following pages. All work should be put into a portfolio or notebook and presented to the supervisor for evaluation. (A grading sheet is included with this packet.) The grade should be recorded on the Supervisor's Progress Card, and the notebook saved for documentation of work completed. Evaluation of this notebook should be based on the following items:

Content (follows the outline) and Summary: 65 points Visual Illustrations: 20 points

Creativity and Presentation: 10 points

Title Page and Bibliography: 5 points

## COUNTRY HISTORY RESEARCH PROJECT

### Requirements for Independent Study

1. Locate, label, and color the following on the enclosed map of Hispaniola

- Your country- green
- Bordering countries- orange
- Bordering bodies of water - blue

2. On the enclosed map of your country and label the following:

- Your department - label and color green
- Bordering departments - label and color yellow
- National capital - red star
- Major cities - black dot
- Your city - green x
- Major rivers, lakes, and streams - blue
- Mountain ranges - brown ^ ^ ^

3. Include visual illustrations of the following:

- National bird
- National flower
- National fruit
- National flag

4. The student should also complete a written composition that follows the enclosed outline and consists of at least 20 handwritten pages. This composition should be neatly written in the student's best handwriting with blue or black ink. If preferred, it may be done on a computer but should be a minimum of 15 pages, using double spacing and 12 point Times New Roman font.

**Note: The student must not copy directly from encyclopedias, resource books, or the Internet. He should gather his ideas and then compile the composition in his own words.**

5. All parts of the State History Research Project must be incorporated into a notebook. Vinyl page report covers will hold items in place and keep pages neat.

6. The student may include additional appropriate newspaper clippings of major events in his state. The student may also include other information of particular interest about his state that may not be specifically required in the outline.

7. The State History Research Project represents a full semester of work; therefore, no grade should be given unless all above criteria are met.

## I. Title page

See Examples 1 and for proper formatting.

## II. Outline for content

### A. Geography

- a. Location
- b. Physical features
  - i. Size
  - ii. Borders
  - iii. Rivers and lakes
  - iv. Topography
- c. Regions/Departments
- d. Climate
  - i. Temperature
  - ii. Rainfall
  - iii. Winds and storms
- e. Resources
  - i. Soil
  - ii. Minerals
  - iii. Vegetation
  - iv. Wildlife

### B. Early History

- a. Taino people
  - i. Customs and cultures
  - ii. History
- b. Foreign Occupations
  - i. France
    - 1. Dates
  - ii. United States
    - 1. Dates

### C. Revolution

- a. Key leaders
- b. Conflicts
  - i. Dates and locations
  - ii. Victories, defeats, decisions
- c. Results of revolution
  - i. First black republic
    - 1. World's view/response

- ii. Reparations to France
  - 1. Impact on economy

#### D. Modern history

- a. Types of transportation
  - i. Roads
  - ii. Other types
- b. Economic developments
  - i. Businesses
  - ii. Imports and exports
  - iii. Population
  - iv. Employment
- c. Religious developments
- d. Political developments
  - i. Elections
  - ii. Political parties
  - iii. Constitutions
  - iv. The capital

#### E. National symbols

- a. National seal
- b. National song
- c. National bird
- d. National flower
- e. National fruit
- f. National holidays

### III. Student summary

The student summary (minimum of one paragraph) is to include personal observations and favorite aspects (i.e., seasons, recreation, and geographic advantages) of the country. The summary should contain new knowledge gained from the project and how the student foresees it benefiting him and his family.

### IV. Bibliography (See example for formatting)

**Example 1**

Typed Title Page

SOUTH CAROLINA (Center 3 inches from top)

“Palmetto State” Down 2 lines

Prepared by (down 11 lines)

Jewel Harding (down 2 lines)

Prepared for (down 11 lines)

Providence Academy Country History Research Project (down 2 lines)

May 26, 2010 (down 2 lines)

## Example 2

### Bibliography Page

(Electronic)

“The Alaska State Flag,” 1998. <<http://www.museum.state.ak.us/EightStars/stars.html>>

(March 3, 2006).<sup>1</sup>

(Electronic)

Beckett, Elizabeth, and Sarah Teel. “Early History.” library.thinkquest.org, 1997,

<[http://library.thinkquest.org/11313/Early\\_History/index.html](http://library.thinkquest.org/11313/Early_History/index.html)>(April 10, 006).<sup>1</sup>

(Book)

Davis, Neil, *Alaska Science Nuggets*, Fairbanks, University of Alaska Press, 1984.

(Book)

Fitzhugh, William W., and Aron Cromwell, *Crossroads of Continents: Cultures of Siberia*

*and Alaska*, Washington D.C., Smithsonian Institution Press, 1988. <sup>3</sup>Fitzpatrick,

F. Patrick. “Alaska.” *World Book*, 00.

(Encyclopedia) (Magazine)

Roosevelt, Margo. “Vanishing Alaska.” *Time*, October 4, 004.

(No author cited)

\_\_\_\_\_. *Wilderness Adventure*. Anchorage, Alaska: Alaska Northwest Books, 1996.

## BIBLIOGRAPHY

- Set up page with one-inch left and right margins.
- List the entries alphabetically by author's last name.
- For book titles with no author, alphabetize by title, disregarding *The* or *A* at the beginning of a title and draw a short line where the author would go. • Do not number the entries.
- Indent the second line of each entry.
- Leave one blank (space) between entries.

<sup>1</sup> Some Internet sites may not include the author or publication information. Be sure to cite the title of the article and the complete address, along with the date the site was accessed.

- One author citation

<sup>3</sup> For book citations with two authors, only invert (place in reverse order) the first author's name, not the second author's name.

COUNTRY HISTORY PROJECT GRADE REPORT

Name: \_\_\_\_\_

Content:

\_\_\_ A. Geography (16 points total; 1 pt. ea.)

- \_\_\_ 1. Location
- \_\_\_ 2. Physical Features
  - \_\_\_ Size
  - \_\_\_ Borders
  - \_\_\_ Rivers and Lakes
  - \_\_\_ Topography
- \_\_\_ 3. Regions
- \_\_\_ 4. Climate
  - \_\_\_ Temperature
  - \_\_\_ Rainfall
  - \_\_\_ Winds and Storms
- \_\_\_ 5. Resources
  - \_\_\_ Soil
  - \_\_\_ Minerals
  - \_\_\_ Vegetation
  - \_\_\_ Wildlife

\_\_\_ B. Early History (15 points)

- \_\_\_ 1. Taino People
  - \_\_\_ Culture
  - \_\_\_ History
- \_\_\_ 2. Occupations
  - \_\_\_ French
    - \_\_\_ Dates occupied
  - \_\_\_ United States
    - \_\_\_ Dates occupied

\_\_\_ C. Revolution (9 pts)

- \_\_\_ Key leaders
- \_\_\_ Conflicts
  - \_\_\_ Dates and Locations
  - \_\_\_ Victories, defeats, decisions
- \_\_\_ Results of revolution
  - \_\_\_ First black Republic
    - \_\_\_ World's response/view
  - \_\_\_ French reparations
    - \_\_\_ Economic Impact

\_\_\_ D. Modern history (14 pts)

- \_\_\_ 1. Types of transportation
  - \_\_\_ Roads
  - \_\_\_ Other types
- \_\_\_ 2. Economic developments
  - \_\_\_ Businesses
  - \_\_\_ Imports and Exports
  - \_\_\_ Population
  - \_\_\_ Employment
- \_\_\_ 3. Religious developments

\_\_\_ 4. Political developments

- \_\_\_ Elections
- \_\_\_ Political Parties
- \_\_\_ Constitution
- \_\_\_ The capital

\_\_\_ E. National Symbols (6 points)

- \_\_\_ National seal
- \_\_\_ National song
- \_\_\_ National bird
- \_\_\_ National flower
- \_\_\_ National fruit
- \_\_\_ National holidays

\_\_\_ Student Summary (5 pts)

\_\_\_ Title Page and Bibliography (5 pts)

Visual Illustrations (20 points)

\_\_\_ Map of Hispaniola (5 pts)

- \_\_\_ Haiti- green
- \_\_\_ Bordering country- orange
- \_\_\_ Bordering bodies of water- blue

\_\_\_ Country Map (10 points)

- \_\_\_ Capital- red star
- \_\_\_ Major cities- black dots
- \_\_\_ Student's city- green x
- \_\_\_ Major rivers, lakes, streams- blue
- \_\_\_ Mountain ranges- brown ^^^^
- \_\_\_ All departments labeled
- \_\_\_ Your department- green
- \_\_\_ Other departments- yellow

\_\_\_ National symbols (5 pts)

- \_\_\_ National flag
- \_\_\_ National song
- \_\_\_ National bird
- \_\_\_ National flower
- \_\_\_ National fruit

\_\_\_ Creativity and Presentation (10 points)

\_\_\_ Final Score (out of 100 pts)

Graded by: \_\_\_\_\_

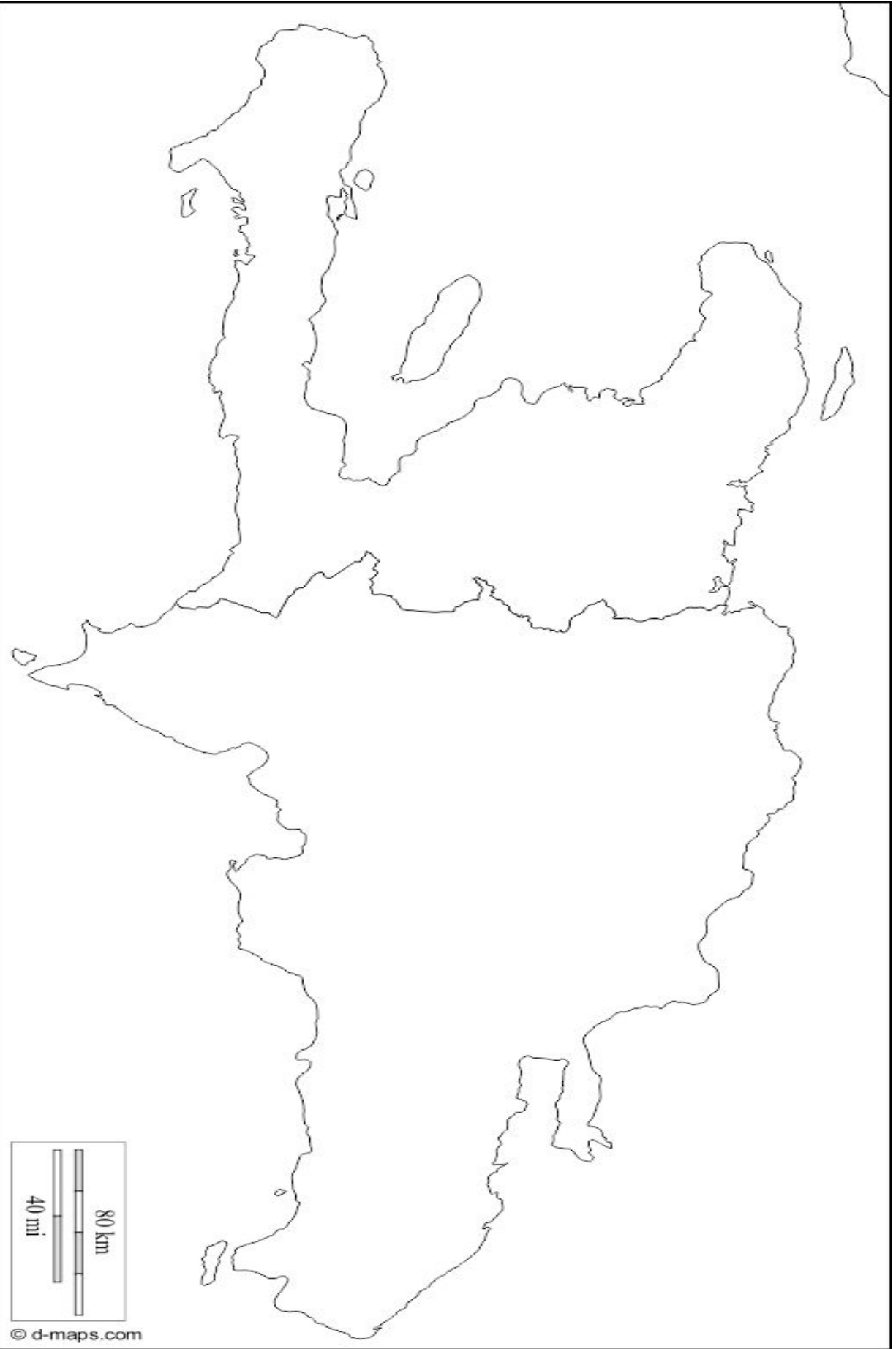
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