

# State History Research Project

United States educational law requires that elementary or junior high students study their state's history. A.C.E. School of Tomorrow® has developed state history courses for Florida and Texas and now has available this helpful, guided information packet for all other states. By completing this state history project, your students will be able to fulfill their state's requirements. As determined by the supervisor, completion of this state history packet at the 7th level may be optional for students if state studies are required and completed in fourth level.

This State History Research Project is a guided "hands-on" experience in research. The student should use the outline on page 3 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 state history project enhance the student's understanding of his state heritage, but it will also help him develop a deeper appreciation for his home state.

The requirements for the State 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: 70 points  
Visual Illustrations: 15 points  
Creativity and Presentation: 10 points  
Title Page and Bibliography: 5 points



# STATE HISTORY RESEARCH PROJECT

## Requirements for Independent Study

1. Locate, label, and color the following on the enclosed United States map:
  - Your state - green
  - Bordering states - yellow
  - Bordering bodies of water - blue
2. Draw a map of your state and label the following:
  - State 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:
  - State bird
  - State animal
  - State tree
  - State flower
  - State seal
  - State 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 1.5 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.

# STATE HISTORY RESEARCH PROJECT

## I. Title page

See Examples 1 and 2  
for proper formatting.

## II. Outline for content

### A. Geography

1. Location
2. Physical features
  - a. Size
  - b. Borders
  - c. Rivers and lakes
  - d. Topography
3. Regions
4. Climate
  - a. Temperature
  - b. Rainfall
  - c. Winds and storms
5. Resources
  - a. Soil
  - b. Minerals
  - c. Vegetation
  - d. Wildlife

### B. Exploration (1500s to statehood)

1. Explorers
  - a. Nationality
  - b. Accomplishments
2. Cultures
  - a. Early inhabitants
  - b. Cultural contributions

### C. Statehood

1. Sovereign rulers prior to statehood
2. Settlements
3. Conflicts
  - a. Dates and locations
  - b. Famous people
  - c. Victories, defeats, and decisions
4. Government
  - a. The capital
  - b. Constitutions

D. Modern history (statehood through 1900s)

1. Types of transportation
  - a. Roads
  - b. Railroads
  - c. Other types
2. Economic developments
  - a. Businesses
  - b. Imports and exports
  - c. Population
  - d. Employment
3. Religious developments
4. Political developments
  - a. Elections
  - b. Political parties

E. State symbols

1. State seal
2. State song
3. State tree
4. State bird
5. State flower
6. State animal
7. State 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 state. 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 3  
for proper 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

Lighthouse Christian Academy  
State History Research Project

↓ Down 2 lines

May 26, 2010

↓ Down 2 lines

**Example 2**  
Handwritten Title Page

*Alaska*  
"The Last Frontier"

↓ Title - down  
3 inches from top

↓ Subtitle - down  
1/2 inch from title

*Prepared by*  
*Alfred Fairbanks*

↓ Down 2 inches  
from subtitle

↓ Student name -  
down 1/2 inch

*Prepared for*  
*Lighthouse Christian Academy*  
*State History Research Project*  
*June 6, 2010*

↓ Down 2 inches  
from name

↓ Down 1/2 inch

↓ Date - down  
3/4 inch

**Example 3**  
Bibliography Page

Center title  
approximately  
2 inches from top

**BIBLIOGRAPHY**

Down 3 lines



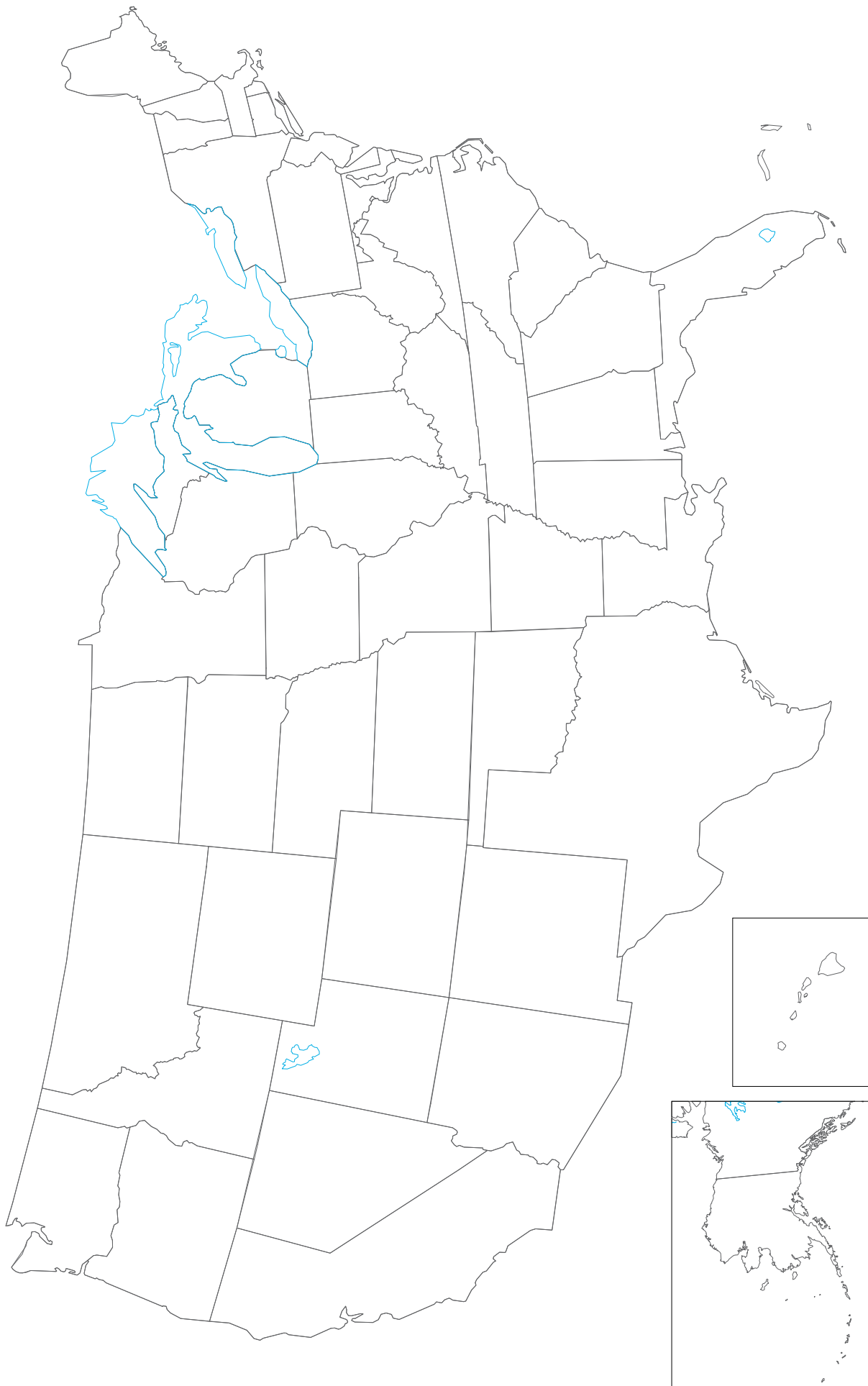
- (Electronic) "The Alaska State Flag," 1998. <<http://www.museum.state.ak.us/EightStars/stars.html>> (March 3, 2006).<sup>1</sup>
- (Electronic) Beckett, Elizabeth, and Sarah Teel. "Early History." library.thinkquest.org, 1997, <[http://library.thinkquest.org/11313/Early\\_History/index.html](http://library.thinkquest.org/11313/Early_History/index.html)>(April 10, 2006).<sup>1</sup>
- (Book) Davis, Neil, *Alaska Science Nuggets*, Fairbanks, University of Alaska Press, 1984.<sup>2</sup>
- (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>
- (Encyclopedia) Fitzpatrick, F. Patrick. "Alaska." *World Book*, 2002.
- (Magazine) Roosevelt, Margo. "Vanishing Alaska." *Time*, October 4, 2004.
- (No author cited) \_\_\_\_\_. *Wilderness Adventure*. Anchorage, Alaska: Alaska Northwest Books, 1996.

- 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.

<sup>2</sup> 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.





# STATE 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. Exploration (12 points total; 2 pts. ea.)

- \_\_\_ 1. Explorers
  - \_\_\_ Nationality
  - \_\_\_ Accomplishments
- \_\_\_ 2. Cultures
  - \_\_\_ Early inhabitants
  - \_\_\_ Cultural contributions

\_\_\_\_\_ C. Statehood (10 points total; 1 pt. ea.)

- \_\_\_ 1. Rulers prior to statehood
- \_\_\_ 2. Settlements
- \_\_\_ 3. Conflicts
  - \_\_\_ Dates and locations
  - \_\_\_ Famous people
  - \_\_\_ Victories, defeats, and decisions
- \_\_\_ 4. Government
  - \_\_\_ The capital
  - \_\_\_ Constitutions

\_\_\_\_\_ D. Modern history (13 points total; 1 pt. ea.)

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

\_\_\_ 3. Religious developments

\_\_\_ 4. Political developments

- \_\_\_ Elections
- \_\_\_ Political parties

\_\_\_\_\_ E. State symbols (14 points total; 2 pts. ea.)

- \_\_\_ State seal
- \_\_\_ State song
- \_\_\_ State tree
- \_\_\_ State bird
- \_\_\_ State flower
- \_\_\_ State animal
- \_\_\_ State holidays

\_\_\_\_\_ Student Summary (5 points)

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

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Visual Illustrations (15 points)

\_\_\_\_\_ U. S. map (5 points)

- \_\_\_ Home state – green
- \_\_\_ Bordering states – yellow
- \_\_\_ Bordering bodies of water – blue

\_\_\_\_\_ State map (5 points)

- \_\_\_ Capital – red star
- \_\_\_ Major cities – black dots
- \_\_\_ Student's city – green x
- \_\_\_ Major rivers, lakes, streams – blue
- \_\_\_ Mountain ranges – brown ^^^^

\_\_\_\_\_ State symbols (5 points)

- \_\_\_ State bird
- \_\_\_ State animal
- \_\_\_ State tree
- \_\_\_ State flower
- \_\_\_ State seal
- \_\_\_ State flag

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

\_\_\_\_\_ Additional information (optional 1-5 points)

\_\_\_\_\_ Final Score

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

Comments: \_\_\_\_\_