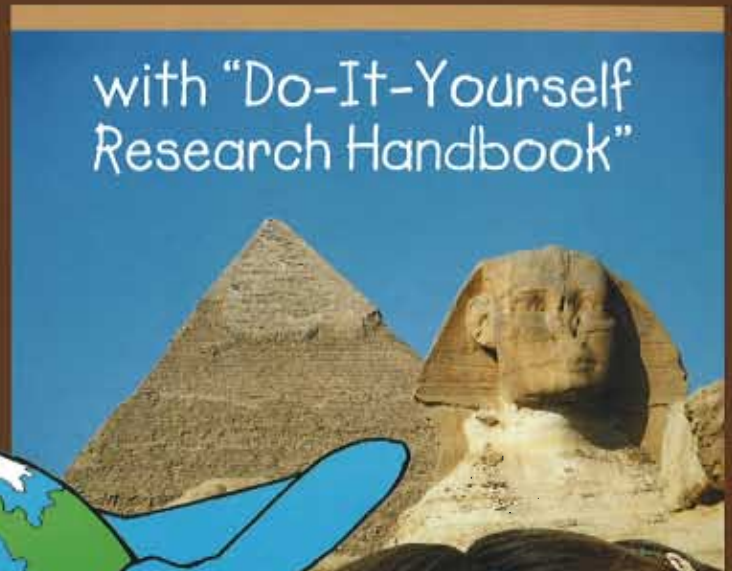


Nation Notebook

with "Do-It-Yourself
Research Handbook"



 A Beka Book

Nation Notebook



TO THE STUDENT

God created a beautiful world and filled it with interesting people. Every nation on earth has unique characteristics that make for fascinating study. This book will help you do research on your own to learn more about the nation of your choice.

The “Do-It-Yourself Research Handbook” and the instructions on the margins of the notebook pages will be your guide as you work on your *Nation Notebook*.

One thing that you will probably learn is that there is more to know than one person can learn completely! That’s good, because then you will understand the importance of learning how to look up things and find out more. No one can know everything, so make books and libraries your friends.

Have fun learning and looking and collecting! When this project is completed, you will have practiced and improved the following skills:

- Organizing time and materials to meet deadlines**
- Gathering information**
- Writing reports**
- Reading maps**
- Mounting and labeling pictures artistically**
- Making attractive illustrations**
- Making a time line**

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A Beka Book, a Christian textbook ministry affiliated with Pensacola Christian College, is designed to meet the need for Christian textbooks and teaching aids. The purpose of this publishing ministry is to help Christian schools reach children and young people for the Lord and train them in the Christian way of life.

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A Do-It-Yourself Research Handbook

Contents

- A Step-by-Step Approach [2]
- Suggested Nations for Research [3]
- Writing Business Letters [4]
- Library Orientation:
The Card Catalog [6]
- Making Bibliography Cards [7]
- Sample Bibliography [8]
- Using the Encyclopedia [9]
- Taking Notes [10]
- The Writing Process [11]
- Writer's Checklist [12]



A STEP-BY-STEP APPROACH

Big jobs get done one step at a time. Do your *Nation Notebook* in the following steps; you will find the work interesting and the result educational.

1. First, go through the *Nation Notebook* to get an idea of the kinds of information you will need to find. Learn what is expected for this project. Become acquainted with the *Do-It-Yourself Handbook* so that you can refer to it as you need it.
2. Choose a country that you want to learn more about. It may be a country that a friend or family member lives in. It may be a country which has a missionary that you pray for or a country that you have visited. It may be a country that you know nothing about. The nations suggested on page [3](#) are all good possibilities.
3. Collect as many books, magazine articles, and brochures as you possibly can that give information about your country. Look in your classroom library, your school library, and your public library. Look for travel books, geography books, history books, and atlases. Be sure to use encyclopedias. Ask a travel agent if he has a brochure on your topic. You might also consider writing directly to the Department of Tourism of the country you choose. See page [4](#) for information about writing business letters.
4. Make a bibliography card for each book or article and number it. See page [7](#).
5. Start collecting pictures, post cards, and ideas for illustrations to include in your notebook. Travel magazines are a good source. Perhaps you know someone who has visited or lives in the country who would be a good source of pictures and information. Be sure to save any stamps you receive. They make interesting illustrations.
6. Read and read and read some more. Start with an encyclopedia. See page [9](#).
7. As you find and read the information required for your notebook, take accurate and complete notes in your own words. See page [10](#).



8. Put the note cards for each report in order and write each report using the Writing Process and the Writer's Checklist. See pages 11 and 12.
9. Write the final drafts on the notebook pages in your best penmanship.
10. Make your final bibliography on the last page of your notebook. See page 8 for a sample to follow. Include every book and article that you used for your reports.
11. Mount and label the pictures, post cards, or drawings on the appropriate pages.
12. Put all of the notebook pages in a binder notebook to keep them safely bound together.
13. Share your *Nation Notebook* with your teacher, family, and friends.

Suggested Nations for Research

Each nation listed below should have sufficient information available for completing a *Nation Notebook*.

Eastern Hemisphere

Afghanistan	France	Kenya	Russia
Algeria	Germany	Korea	Saudi Arabia
Australia	Greece	Lebanon	Scotland
Austria	Hungary	Malaysia	South Africa
Bangladesh	Iceland	Morocco	Spain
Belgium	India	Netherlands	Sweden
Bulgaria	Indonesia	New Zealand	Switzerland
Burma	Iran	Nigeria	Syria
China	Iraq	Norway	Thailand
Czechoslovakia	Ireland	Pakistan	Turkey
Denmark	Israel	Philippines	Vietnam
Egypt	Italy	Poland	Wales
England	Japan	Portugal	Yugoslavia
Finland	Jordan	Romania	Zaire

Western Hemisphere

Argentina	Dominican Republic	Panama
Bahamas	Ecuador	Paraguay
Bolivia	El Salvador	Peru
Brazil	Guatemala	Puerto Rico
Canada	Haiti	United States
Chile	Honduras	Uruguay
Colombia	Jamaica	Venezuela
Costa Rica	Mexico	
Cuba	Nicaragua	

Writing Business Letters

To request information about a country from various organizations, you will need to write some business letters. A business letter has six parts.

1. The **heading** gives your address and the date.
2. The **inside address** is the address of the person or company to whom you are writing. This is exactly the same as the address on the envelope.
3. The **greeting** is followed by a colon.
 - Greeting for a person whose name is used in the inside address:
Dear Mr. Brown: Dear Miss Smith: Dear Mrs. Jones:
 - Greeting for a group or firm:
Ladies and Gentlemen: (In this case, do not use "Dear.")
4. The **body** is what you have to say. Each paragraph should be indented.
5. The **closing** is the farewell. It is followed by a comma. The following closings are a standard for formal business letters:
Truly yours, Yours Truly, Very truly yours,
6. The **signature** is the full name of the writer. If you are typing the letter, you should type your name underneath your signature.

Observe the following suggestions to make business letters appropriate.

- Use unlined white paper of standard size: 8½ x 11 inches.
- Type the letter or write it neatly with blue or black ink.
- Make the letter neat; avoid blots, erasures, and cross-outs; maintain at least half-inch margins at the top, bottom, and sides of the letter.
- Write on only one side of the page.
- Be brief and to the point. Avoid unnecessary details.
- Be courteous, even when writing to clear up a mistake.
- Avoid using expressions such as "permit me to state . . .," "please find enclosed . . .," and "thanking you in advance. . . ."

The particular kind of business letter you will be writing is a **request letter**. Your request letter should be clear, specific, and courteous. Avoid vague and general statements. Give only the specific information necessary to fulfill your requests, but be careful not to omit anything that is necessary.



112 Mercer Street
Pinewood, Florida 32503
UNITED STATES OF AMERICA
March 29, _____

heading

Secretaria de Estadodo Turism
Rua Visconde Valmor 72
1093 Lisbon
PORTUGAL

inside
address

Ladies and Gentlemen: _____

greeting

I am a student in the sixth grade, and I am doing a special notebook on Portugal. Please send me any information available concerning your beautiful country. I am particularly interested in pamphlets or brochures containing photographs of historical landmarks and cultural events. I am very excited about learning all I can about your country. Thank you for your help in this matter.

body

Yours truly,
Heath Key

closing
signature

Library Orientation: The Card Catalog

You may be wondering how you would ever locate the book you need in a place that houses thousands of books. The card catalog is your guide.

A card catalog is a set of drawers filled with cards arranged in alphabetical order. These cards tell you

- the books that are in the library
- information about the books
- where the books can be found in the library

The card catalog holds at least three cards for every book in the library to help you locate material more easily. Sometimes a user may remember the author but not the title of a book or vice versa, or he may be looking for books on a certain topic. For this reason, each book is given a title card, an author card, and a subject card.

Sample Library Cards

Call number

Juv. sends you to a section of the library where books for juvenile (young) readers are shelved. Ask the librarian for help if you do not know where certain sections are located. 92 means biography in the Dewey Decimal system. *C* is for Carey.

Tracings

This author card tells you that you will find a card for this book under the subjects *Carey, William* and *Missionaries* and under *its title*. There are four cards for this book in the card catalog.

Subject

The other subject card is like this one except that the subject in capital letters is CAREY, WILLIAM.

<p>Call number ———</p> <p><i>Juv.</i> sends you to a section of the library where books for juvenile (young) readers are shelved. Ask the librarian for help if you do not know where certain sections are located. 92 means biography in the Dewey Decimal system. <i>C</i> is for Carey.</p> <p>Tracings</p> <p>This author card tells you that you will find a card for this book under the subjects <i>Carey, William</i> and <i>Missionaries</i> and under <i>its title</i>. There are four cards for this book in the card catalog.</p> <p>Subject</p> <p>The other subject card is like this one except that the subject in capital letters is CAREY, WILLIAM.</p>	<p>Juv. 92 C 276</p> <p>Title Card</p> <p>Young Man in a Hurry Clinton, Iris. Young Man in a Hurry: the Story of William Carey. Fort Washington, PA: Christian Literature Crusade, 1961. 93 p.</p> <p>title author publication data number of pages</p>
	<p>Juv. 92 C 276</p> <p>Author Card</p> <p>Clinton, Iris. Young Man in a Hurry: the Story of William Carey. Fort Washington, PA: Christian Literature Crusade, 1961. 93 p. 1. Carey, William 2. Missionaries I. title</p>
	<p>Juv. 92 C 276</p> <p>Subject Card</p> <p>MISSIONARIES Clinton, Iris. Young Man in a Hurry: the Story of William Carey. Fort Washington, PA: Christian Literature Crusade, 1961. 93 p. 1. Carey, William 2. Missionaries I. title</p>

Making Bibliography Cards

A bibliography is a list of all the books and articles (sources of information) that you use to write a report.

A bibliography card gives the title, author, and publishing information about each book and magazine that you refer to for information about your topic. You will use this information later, so be extremely careful to be accurate.

1. Use one 3" x 5" card for each book or magazine.
2. Number each card in the upper right-hand corner in the order that you find your sources. This number is called the source number. Once you have given a card a number, never change it.
3. Write in ink.

Bibliography cards for books, magazine articles, and encyclopedia articles should look like these:

Card 1: Book

1

Author: *Pattee, Richard.*

Title: *Portugal and the Portuguese World.*

Publication Information: *Milwaukee: The Bruce Publishing Co., 1957.*

Source Number

Card 2: Magazine Article

2

Author: *Graves, William.*

Title of Article: *"After an Empire . . . Portugal."*

Title of Magazine: *National Geographic,*

Publication Information: *December 1980, pp. 804-831.*

Source Number

Card 3: Encyclopedia

3

Title of Encyclopedia: *World Book Encyclopedia, 1990 ed.*

Title of Article (S.v. means "under the word."): *S.v. "Portugal,"*

Author: *by Douglas L. Wheeler.*

Sample Bibliography

- Cross, Esther and Wilbur. Enchantment of the World: Portugal. Chicago: Children's Press, 1986.
- Espenshade, Edward B., ed. Goode's World Atlas, 18th ed. New York: Rand McNally, 1990.
- The Europa Yearbook: A World Survey, vol. 1. London: Europa Publishers, 1990.
- Graves, William. "After an Empire . . . Portugal." National Geographic. December 1980, 804–831.
- Hicks, Laurel Elizabeth. Old World History and Geography. Pensacola, Florida: A Beka Book Publications, 1991.
- Lands and Peoples, vol. 4. Danbury, CT: Grolier, Inc., 1983.
- Nach, James. Portugal in Pictures. New York: Sterling Publishing Co., Inc., 1975.
- Pattee, Richard. Portugal and the Portuguese World. Milwaukee: The Bruce Publishing Company, 1957.
- Wohlrabe, Raymond A. and Krusch, Werner. The Land and People of Portugal. Philadelphia: J. B. Lippincott Company, 1963.
- World Book Encyclopedia, 1990 ed. S.v. "Portugal," by Douglas L. Wheeler.
- Worldmark Encyclopedia of the Nations, vol. 5. New York: John Wiley and Sons, 1971.

Using the Encyclopedia

The encyclopedia is the first place to look when seeking information on a research topic. Explore the encyclopedia in your home or school and learn how to use the useful features explained below.

Index

The index in an encyclopedia is where you will start your research. This volume lists all *entries* with information on your subject, contains many entries not given in separate articles, and sometimes gives major subjects in the form of useful outlines or study guides. Many times, the list of entries can be used to give you more subject names to look up in a card catalog later when you are trying to find books.

Besides the index, *cross-references* within articles, at the end of articles, or as separate entries can also guide you to related articles.

Headings

Long articles are organized under headings in bold print and often under subheadings to help the reader find the information he wants quickly without having to read the entire article. By looking at the *table of contents* at the beginning of a long article or the outline at the end of an article, the researcher can often see at a glance the organization of the information.



Bibliographies

Because the encyclopedia's summarized article serves merely to introduce you to a subject, it will list other sources you can use to continue your research. These are often listed at the end of the article under the title *Bibliographies* or *Further Readings*.

Yearbooks

What if you are looking for more recent information than the date of your encyclopedia's edition? Consult the yearbooks. Encyclopedias constantly update their information by publishing annual yearbooks. Each yearbook, which is entitled with the year it was published, contains the major political, scientific, economic, and cultural developments of the *previous* year. For a subject which might have any recent developments, be sure to check the yearbooks as well as the general set of encyclopedias.

Most encyclopedias alphabetize their entries **word-by-word** rather than letter-by-letter. That means that *New Hampshire* would come before *Newark* since the first word *New* comes before the longer word *Newark*. Just as in a dictionary, the **guide words** at the top of a page can help you quickly find the entry you need.

Taking Notes

As you find information about your topic, take notes to help you remember it. A researcher who takes complete and accurate notes finds that his report becomes very easy to write. So read, study, think, plan, and learn all you can about your topic. Start with the encyclopedia and write down what you learn on note cards. Even if you do not choose to put all that you learn in your report, it is far better to have too much information than too little. And remember, the value of doing research is that you will learn things you never knew before.

A sample note card:

Topic	<i>Economy</i>	Source Number	<i>3</i>
	<i>Although it is still considered one of Europe's poorest countries, the development of manufacturing industries in the last thirty years has improved Portugal's economy.</i>		
Page Number of the Book	<i>pp. 694-695</i>		

Follow these guidelines:

1. Use 4" x 6" cards. Use an ink pen and write neatly. Do not crowd cards.
2. In the upper right-hand corner, write the source number (number of the bibliography card that matches the book from which you are taking notes).
3. In the upper left-hand corner, write the main idea that this note is about.
4. To avoid plagiarism in your report, do not copy information directly from a book. Write the note in your own words. Then compare the note to the original to make sure they are not too much alike and that your information is accurate. Ask your teacher if you have any questions. (You should not have to refer to the same source again after you have finished taking notes.)
5. You may use incomplete sentences and abbreviations for information such as dates, but make sure each note is complete enough for you to understand it.
6. Use a separate card for each note (idea, statistic, fact). You do not need to fill the cards. Any information that might be separated in your report should be written on separate cards.
7. In the lower left-hand corner, write the page number of the book in which you found the information.
8. Continue cards on the same topic by repeating the topic on the top line of every card.

The Writing Process

You may have heard it said that a journey of one thousand miles begins with one step. You might also say that a report of one thousand words begins with one step. The steps of The Writing Process will help you be a thoughtful, organized, and effective reporter and writer. Follow these steps as you write the reports in your *Nation Notebook*.

1 Read and Gather Step one of the writing process is the very beginning of all writing. It is reading and listening and looking and feeling and tasting and LEARNING. It is asking questions and finding out things. It is gathering information. It is jotting down ideas for topics, making lists of interesting information that you might want to find out more about, or taking notes from what you have read.

2 Think and Plan Step two involves organizing all of the ideas that you have been learning and deciding what you want to say. Ask:

Whom will I write this for? Is it just for me to read? Is it for my parents? My friends? My relatives? My teacher and classmates?

What information will I put in my report? What will my topic be? What will I leave out?

In what order will I put the information? What will be first? What will be in the middle? What will be last? How long will it be?

3 Write and Rewrite In step three, you use all of your planning and notes to write a rough draft. Writers often try to write the first draft of their work very quickly. They realize that it may not be very good, but they want to get something down on the

paper. This first copy is called the rough draft because it is still rough and needs much more polishing before it is ready to share with anyone.

After the rough draft is completed, it is time to write the paper again and improve the rough draft. This time, look up any information which you did not know when you wrote the first draft. Make sure that you have a beginning and an ending. Make sure that you have said enough and not too much.

4 Check and Polish Do not quit after the third step in the writing process. Now your work is just beginning. This is when you show your best ability and character. Use the checklist on page 12 to help you polish every paper that you write. You will make at least three drafts, possibly four, of every piece of writing that you do (one or two rough drafts, one or two second drafts, and one final copy).

5 Share Your Results When you have completed your reports and the other projects needed for this notebook, you will want to share it. You could give a report to your class, turn your notebook in to your teacher, send it to your grandmother, share it with parents and friends, and save it to enjoy over and over again.

Writer's Checklist

Put a in the box when you can answer *yes* to the questions that are in boldface print.

CHECKING

- | | |
|---|---|
| <input type="checkbox"/> 1. What is the purpose of this report? Is it to inform? To describe? To amuse? Did I achieve my purpose? | <input type="checkbox"/> 14. Have I found replacements for nouns, verbs, and modifiers that I kept repeating throughout the paper? |
| <input type="checkbox"/> 2. Will my readers enjoy this paper? Will they learn anything? | <input type="checkbox"/> 15. Have I checked the beginnings of sentences to make sure they do not all begin with the subject? |
| <input type="checkbox"/> 3. Did I make clear in the first sentences whom or what this report is about? | <input type="checkbox"/> 16. Have I tried to combine any sentences which start with <i>and</i>, <i>but</i>, or <i>so</i>? |
| <input type="checkbox"/> 4. How many details and facts do I have about my topic? Is this enough? | <input type="checkbox"/> 17. Have I thought of other ways to join sentences besides using <i>and</i>? |
| <input type="checkbox"/> 5. Are all of my facts accurate? | <input type="checkbox"/> 18. Did I use words that appeal to the five senses—words that help the reader to see, hear, taste, feel, and smell what I am writing about? |
| <input type="checkbox"/> 6. Is my paper written in my own words entirely? | <input type="checkbox"/> 19. Do I have a variety of short, medium, and long sentences? |
| <input type="checkbox"/> 7. Is every sentence in my paper about my topic? | <input type="checkbox"/> 20. Is my paper easy to read aloud? Does it <i>sound</i> good? |
| <input type="checkbox"/> 8. Does each page have paragraph division? Are there at least three sentences in each paragraph? | |
| <input type="checkbox"/> 9. Does each paragraph have a clear topic sentence? Does each sentence in the paragraph support the topic sentence? | |
| <input type="checkbox"/> 10. Is the information in the best order to make it clear and understandable? | |
| <input type="checkbox"/> 11. Did I use transition words to tie the ideas and paragraphs together? Do I need additional sentences or phrases to tie ideas together? | |
| <input type="checkbox"/> 12. Is the first sentence interesting? Is the ending good? Does it sound as if I am finished? | |
| <input type="checkbox"/> 13. If I used any of the following words, have I tried to replace them with words that <i>show</i> instead of <i>tell</i>?
great "be" verbs bad awful
make funny very so
good fantastic really get
seem interesting | |

POLISHING

- | |
|--|
| <input type="checkbox"/> 1. Have I used correct spelling? |
| <input type="checkbox"/> 2. Have I used correct sentence structure (no fragments or run-ons)? |
| <input type="checkbox"/> 3. Have I used correct punctuation? |
| <input type="checkbox"/> 4. Have I used correct capitalization? |
| <input type="checkbox"/> 5. Have I used correct subject/verb agreement? |
| <input type="checkbox"/> 6. Have I used correct verb forms? |
| <input type="checkbox"/> 7. Is my paper free of contractions and abbreviations? |
| <input type="checkbox"/> 8. Does every pronoun have a clear antecedent? |

Nation Notebook

Name of nation

Glue a picture depicting the nation here.

Prepared by

Date

Teacher

Table of Contents



GEOGRAPHY 3

- Location 3
- Highlights 4
- A Picture Tour 5
- Map 7
- Points of Geographic Interest 8
- Capital City 10
- Other Important Cities 11
- Climate 12
- Natural Resources 13
- Resources and Industries 14
- Wildlife 15
- Plant Life 17



WAY OF LIFE 22

- People 22
- Language 24
- Traditions 25
- Type of Government 27
- Leaders 28
- Money 29
- Religion 30
- Education 31
- Missions 32
- Sports 33



SYMBOLS 18

- National Flag 18
- Motto 18
- Coat of Arms 19
- Other Symbols 19
- National Anthem 20
- Other Songs 21



HISTORY 34

- Historical Happenings 34
- Time Line 35
- Historical Persons 37
- Why You Should Visit 39
- Summary 40
- Bibliography 41



Geography

Location

This notebook is about the country of _____ . It is in the _____ Hemisphere, on the continent of _____ . I have drawn the country's borders on the globe and colored in the country.



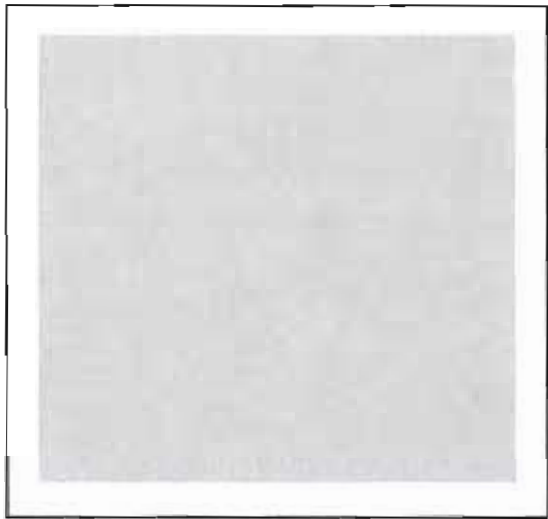
Eastern Hemisphere

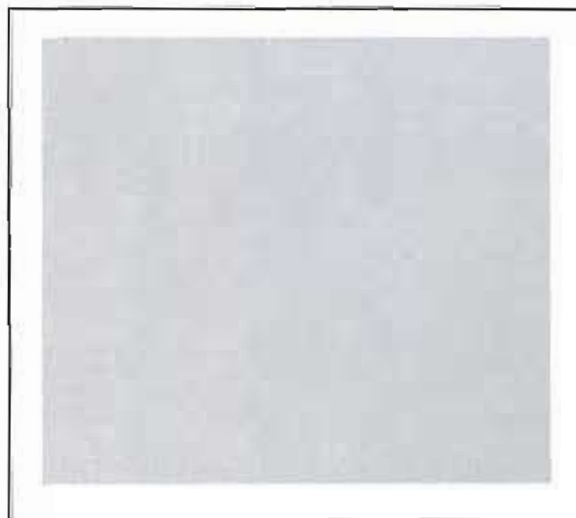


Western Hemisphere

Highlights

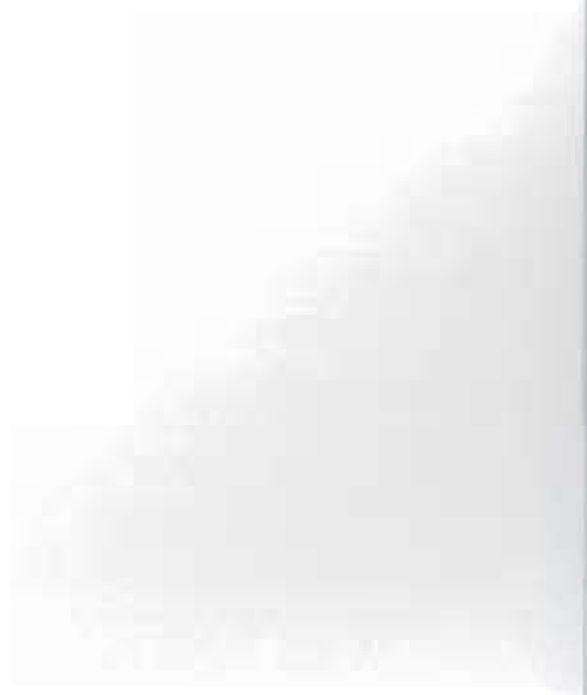
Directions: On this page, tell about the things for which the country is most noted. Illustrate with pictures that would be immediately identified with the country.





Directions: Mount and label pictures of scenery from your nation. Include the capital city if you can, as well as geographical features and national landmarks.

A Picture Tour



A Picture Tour



Directions: Add more scenery to this page.

Directions: Trace a map of your nation. Label major cities, rivers, and lakes. Put a Ⓢ by the capital. Label and color deserts and mountain ranges.

Map



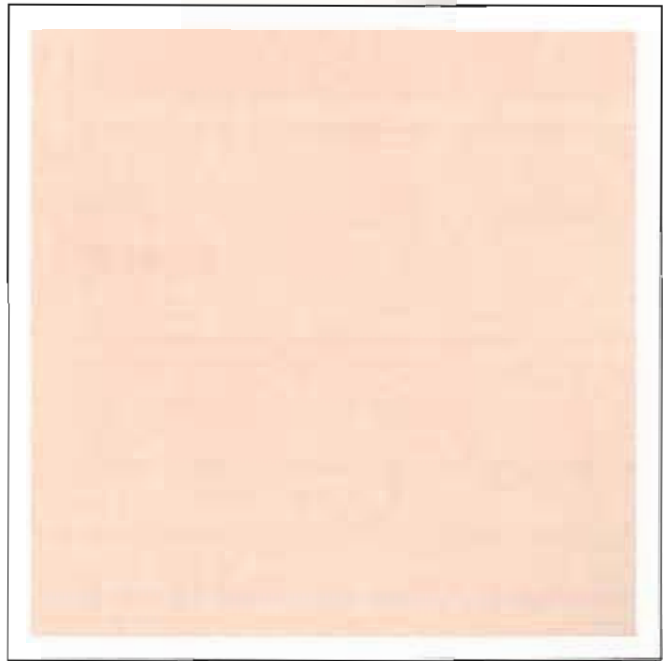
Population _____

Size _____

Points of Geographic Interest

Directions: Write some interesting facts about the geographic features of your nation. Include some pictures.

Mountains



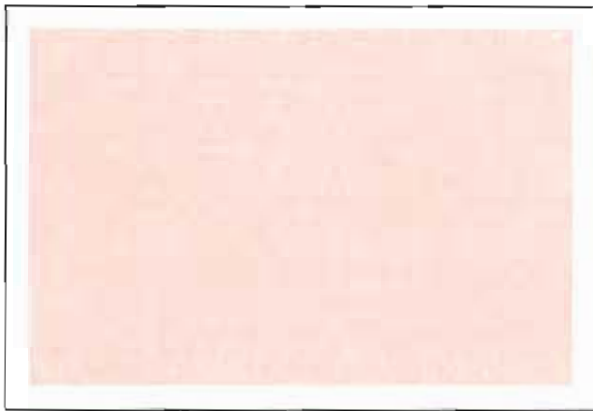
Rivers/Lakes



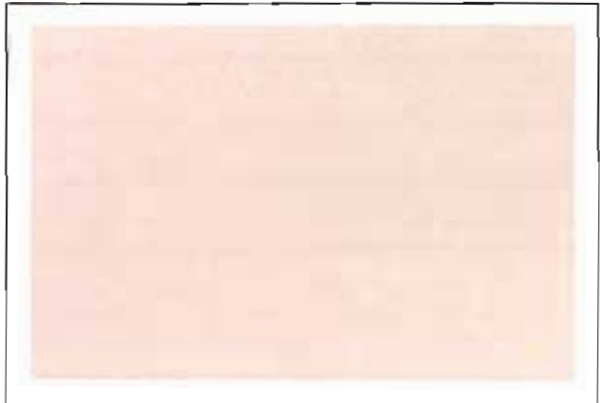
Forests



Deserts



Other Points of Interest (seashores, volcanoes, etc.)



Capital City

Name of city _____

Lined writing area for the report.

Directions: Write a report about the capital city of your nation.

Other Important Cities

Directions: Write the names of the most important cities in your nation other than the capital, and give one fact about each.

:

:

:

:

:

:

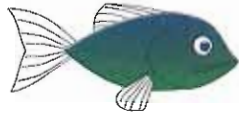
:

Directions: Trace an outline map of the country and use symbols to represent the chief natural resources and industries. Use the symbols on this page or make up symbols of your own. (Be sure to include a key to your symbols.)

Resources and Industries



Agriculture



Fishing



Forestry



Manufacturing



Mining

Wildlife

Directions: On these pages, glue or draw pictures of animals native to your nation. Label each picture.

Wildlife



Plant Life



Directions: Glue or draw pictures of plants and trees which grow in your nation. Label each picture.
Add as many pages as you wish.



Symbols

National Flag

Directions: Draw the nation's flag and color it. If the nation has a motto, write it beneath the flag.



Motto

Coat of Arms

Directions: Draw the nation's coat of arms and any other prominent national symbols.

Other Symbols

National Anthem

Most countries or nations have a national anthem. These songs usually express their love of their homeland.

Title _____

Author _____

_____ 's national anthem:



Four horizontal lines for musical notation.

Eight horizontal lines for musical notation.



People

Directions: On this page, glue or draw pictures of the people of your nation, showing their appearance and way of life.



Lined writing area with 20 horizontal red lines.

Some traditional foods in _____
are _____

Leaders

Directions: Write about the national leader or leaders of your nation. Include a picture if you have one.
(Stamps from a nation are a good source for portraits.)

Lined writing area for notes and a rectangular box for a picture.

Directions: Draw some coins and a bill that shows the basic unit of money. Label your drawings.

Money



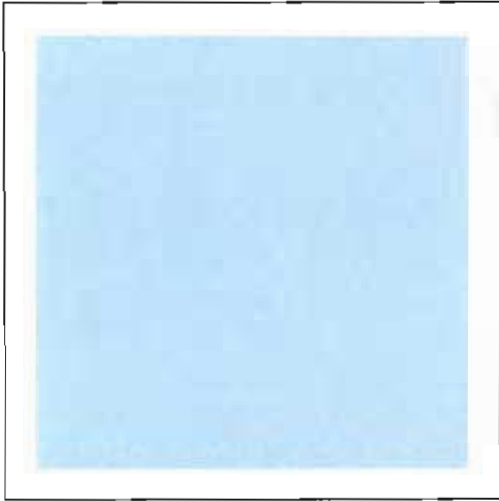
Missions

Directions: Find out about a missionary, past or present, to or from this nation. Tell about his work. Include a picture if you can.

A large area of the page is filled with horizontal red lines for writing. In the bottom right corner of this area, there is a rectangular box with a black border, which is currently empty and intended for a picture.

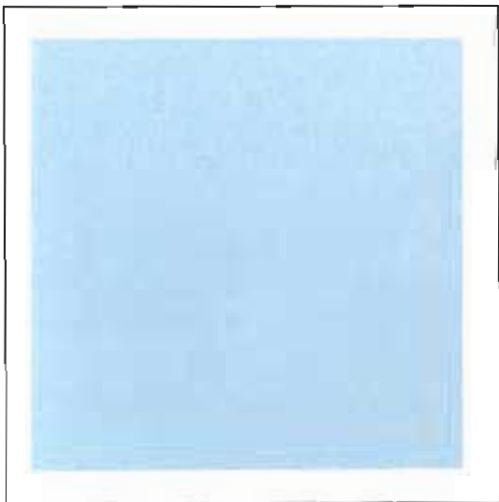
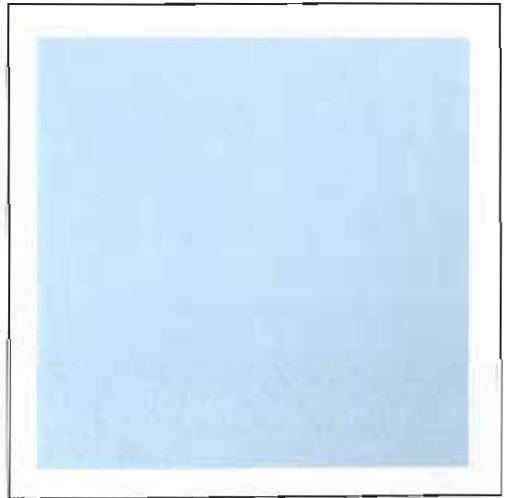
Historical Persons

Directions: Using the lines provided, write about the accomplishments of some historical people of your nation. Glue or draw pictures of these people in the boxes provided.



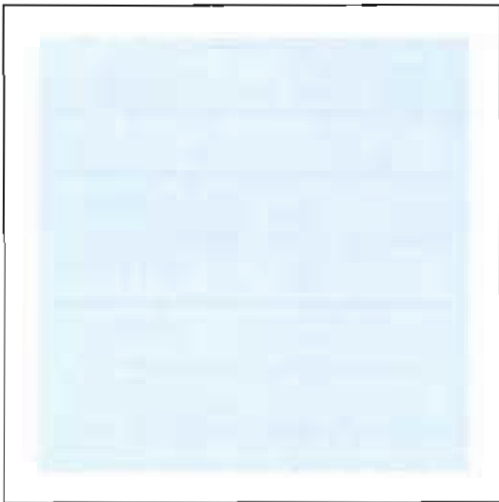
Name _____

Name _____



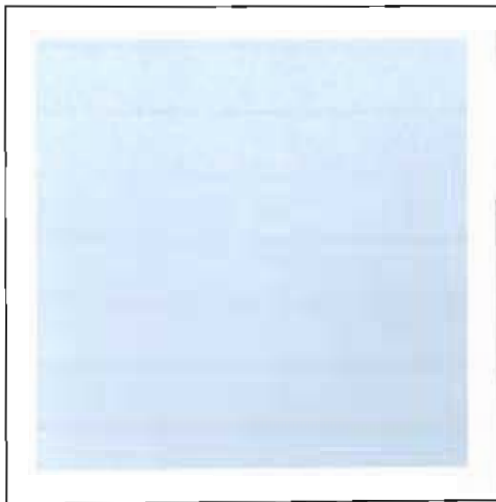
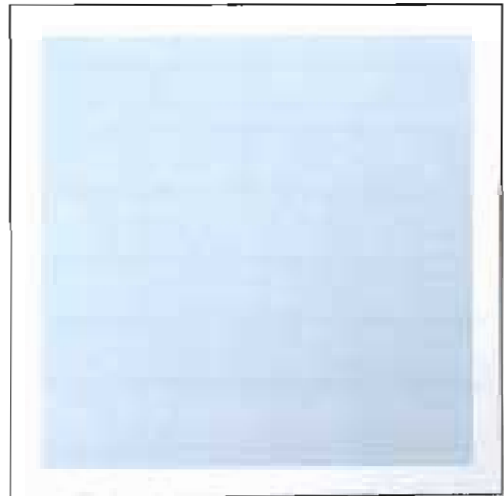
Name _____

Historical Persons



Name _____

Name _____



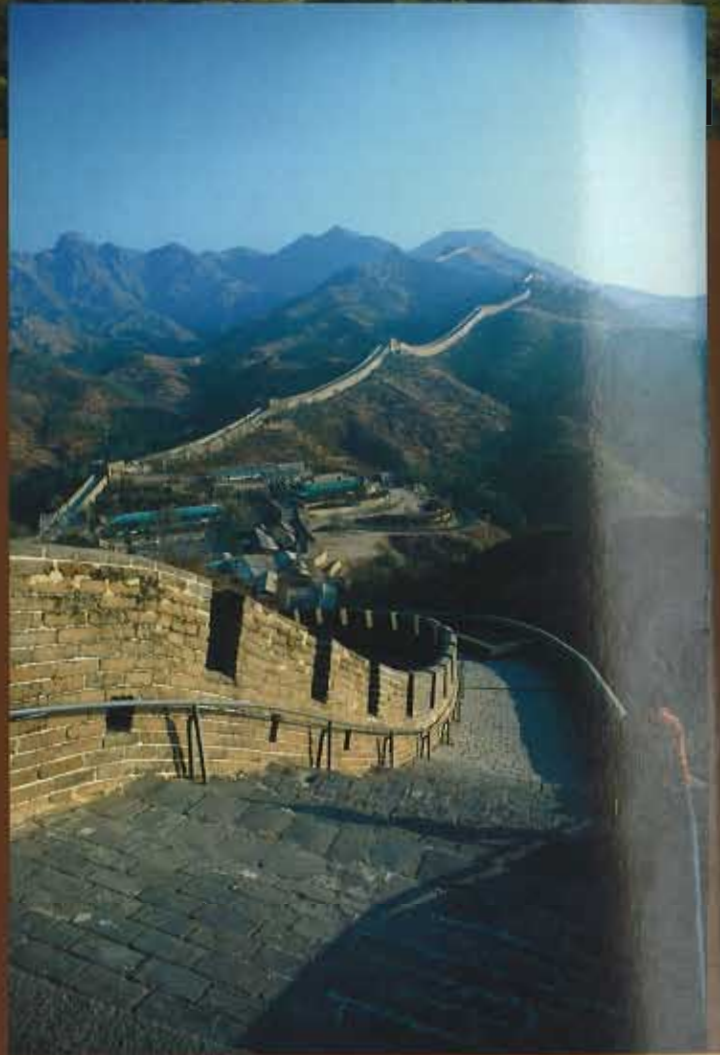
Name _____

Summary

Key Facts

Directions: See how many facts you can fill in without looking back at the report. Check your work when you are finished.

Nation _____	Wildlife _____
Hemisphere _____	_____
Continent _____	_____
Boundaries _____	_____
North _____	Plant life _____
South _____	_____
East _____	_____
West _____	_____
Population _____	Natural resources _____
Capital _____	_____
National anthem _____	_____
_____	_____
Flag colors _____	Industries _____
_____	_____
Motto _____	_____
Other symbols _____	_____
_____	Cities _____
_____	_____
_____	_____
Type of government _____	Language(s) _____
_____	_____
National leader(s) _____	Religion(s) _____
_____	_____
_____	Interesting traditions _____
Climate _____	_____
_____	_____
_____	_____




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