Illinois 4-H
Passport to the World

Bon voyage!

路順風　¡Buen viaje!　Wilujeng angkat, sing salamet di jalan　よい旅行を
Hyns diogel!　Head reisi　Gute Reise!
Boa viagem!
ขอให้เดินทางโดยสวัสดิภาพ　Safari njema!　Veilige reis!
Bon viaxo!
Góða ferð
शुभ यात्रा　Καλό ταξίδι!
İyi yolculuklar!　Srečno　Oq yo'l!　'Ia maita'i te terera'a　Szczęśliwej drogi!
Rrug a mär　Selamat jalan!　Maligayang paglalakbay!　Ijeoma　O da abọ
Go n-éirí an bothar leat　Hyvää matkaa!　Hane!
Trevlig resa!
!ةمالّسلاب يجيت و حور　Добрай дарогі!　Peguataporãnte

Table of Contents

Credits

This book belongs to _____

Date project started _____

Getting Started

Introduction

You are about to begin an exciting adventure studying another country. It may be a close neighbor such as Canada or somewhere on the other side of the world. By studying a specific country and carrying out activities related to that country, you will be able to experience some of the excitement and flavor of being there.

Use this book to record your learning. You can focus on just a few sections or explore all of them. Try to fill most of the blanks in the sections you decide to complete. There are 20 suggested activities in this project. Each year, 4-H'ers between 8 and 11 years of age should complete four or more. Those ages 12 to 14 should complete six or more, and older youth, ages 15 to 19, should complete eight or more. Youth may study the same country for more than one year. Clubs can also work to complete this project as a group.

When we learn about other countries, we also learn more about the United States and, more importantly, about ourselves. Use this guide as a passport to the world. Welcome to exciting adventures through 4-H!

Suggested Activities

Check each activity below when you complete it. Dig Deeper activities are intended for older youth (ages 13+).

☐ Activity 1.1 - *Reflect On Your Own Culture*

☐ Dig Deeper - *Democracy Index*

☐ Activity 3.1 - *Explore Flag Design*

☐ Activity 3.2 - *Listen to the National Anthem*

☐ Activity 3.3 - *Look Into the Past*

☐ Dig Deeper - *Google Earth*

☐ Activity 4.1 - *Explore Current Maps*

☐ Activity 4.2 - *Study Historic Maps*

☐ Dig Deeper - *Create Your Own Map*

☐ Dig Deeper - *Explore Map Projections*

☐ Activity 5.1 - *Explore Language*

☐ Activity 5.2 - *Get Into the Kitchen*

☐ Activity 5.3 - *Get Crafting*

☐ Activity 5.4 - *Play It!*

☐ Activity 5.5 - *Listen In*

☐ Activity 5.6 - *Tour It*

☐ Activity 6.1 - *Explore Money*

☐ Activity 7.1 - *Experience Nature*

☐ Activity 7.2 - *Study an Animal*

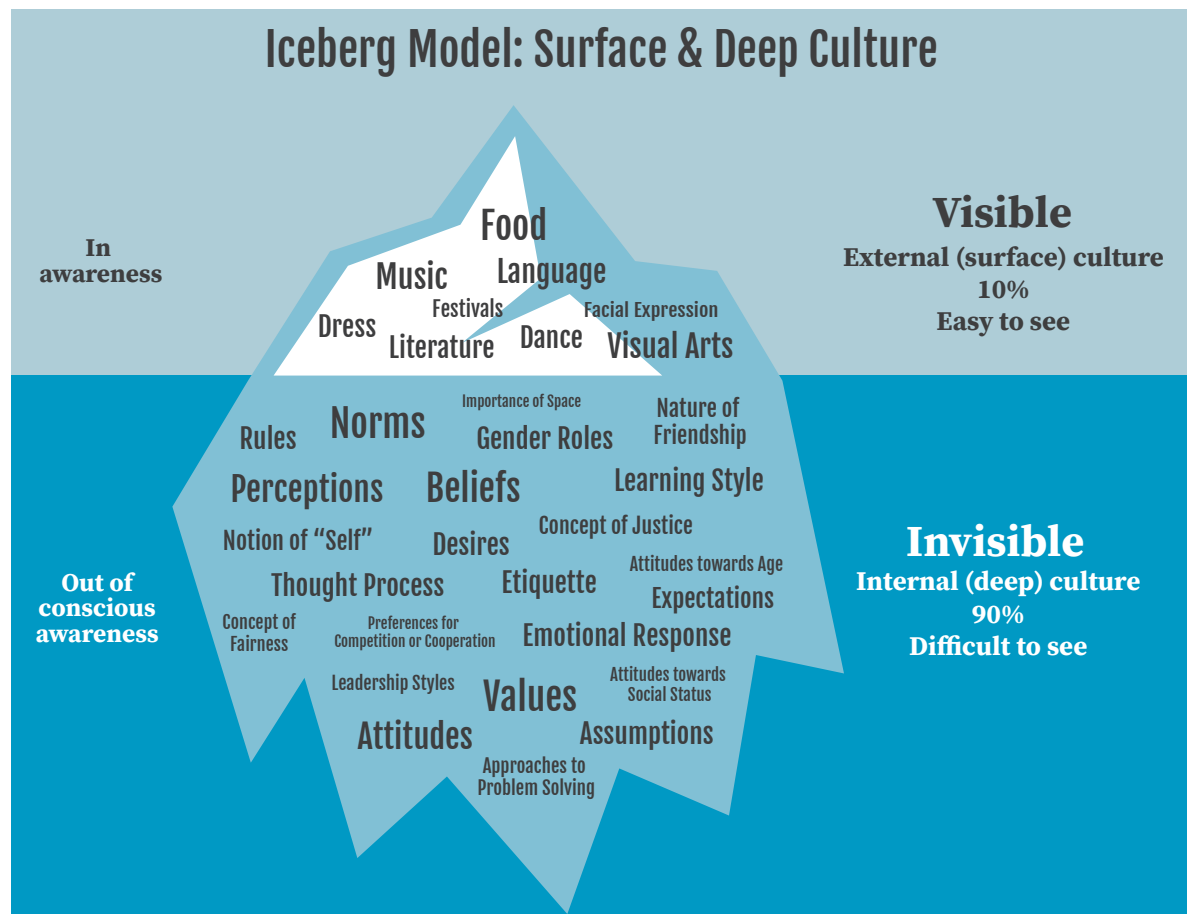☐ Activity 8.1 - *Choose Your Own Adventure*
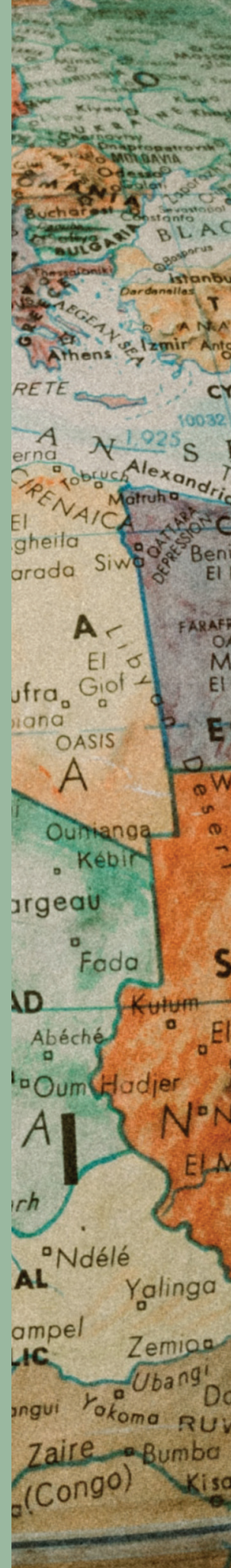
Understanding Culture

WHAT IS CULTURE?

Culture determines what we value and how we behave. It is a collection of shared beliefs, values, customs, and behaviors of a group of people. It includes art, beliefs, language, religion, manners, dress, rituals, and more.[1] You'll be studying the culture of another country in this project.

Edward Hall described culture as being like an iceberg.[2] Only a small part of an iceberg is visible above the surface of the water. Much like the iceberg, only a small part of culture is easy to see. This includes things like food, music, language, and art. Most parts of culture are invisible and difficult to see at first glance. This includes values and attitudes, and ideas about family, power, self, gender, etiquette, and more.

It's important to be aware that when you study a country, you may only be looking at the tip of the iceberg. It's also important to know that our own culture influences how we view the cultures of others.

Iceberg Model: Surface & Deep Culture

In awareness

Food
Language
Music
Festivals
Facial Expression
Dress
Literature
Dance
Visual Arts

Visible
External (surface) culture
10%
Easy to see

Rules
Norms
Importance of Space
Nature of Friendship
Gender Roles
Perceptions
Beliefs
Learning Style
Notion of "Self"
Desires
Concept of Justice
Thought Process
Etiquette
Attitudes towards Age
Expectations
Concept of Fairness
Preferences for Competition or Cooperation
Emotional Response
Leadership Styles
Values
Attitudes towards Social Status
Attitudes
Assumptions
Approaches to Problem Solving

Out of conscious awareness

Invisible
Internal (deep) culture
90%
Difficult to see

Iceberg model of surface and deep culture (Illustration by Amy Henschen, adapted from Hall's Iceberg Theory of Culture).

Activity 1.1: Reflect On Your Own Culture

Reflect on aspects of your own culture by responding to the prompts below.

Politeness
List some things that are polite and unpolite in your culture. _____

_____

_____

_____

Holidays/Celebrations
List some holidays important in your culture. Describe each celebration in a few words.

_____

_____

_____

Food
List some popular foods in your culture. _____

_____

_____

_____

Other
What else would you want to share about your culture? _____

_____

_____

_____

Optional: Expand your learning by interviewing someone from a different culture/country about the above topics. Reflect on similarities and differences between the two cultures.

_____

_____

_____

_____
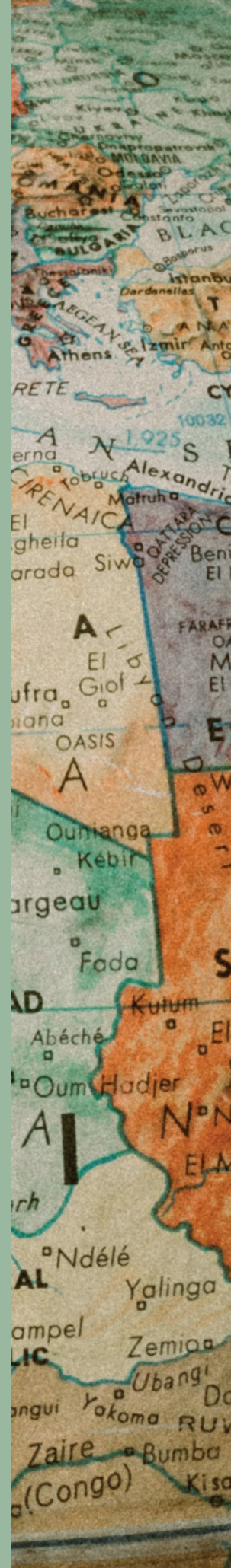
Research Basics

FINDING SOURCES

When studying something, the place you get your information on the topic is called a source. To study countries from around the world, you can use many sources, including books, videos, articles, and more. The internet has made finding information, photos, and resources about different countries easier than ever. At the same time, the internet allows anyone to post anything, whether true or not. Because of this, it's important to know how to locate credible sources of information. A credible source is typically written by an expert and free of errors. University of Washington Libraries recommends using the "5 W Questions" method to reflect on the credibility of a source.[3] The five questions are:

- **Who is the author?** - Are they an expert?

- **What is the purpose of the content?** - Why would this source put out this information?

- **Where is the content from?** - What organization published this information, and do they have a good reputation?

- **Why does the source exist?** - What was the purpose of this piece, and does it seem objective or free from personal opinions or feelings?

- **How does this source compare to others?** - Do other credible sources have similar information?

Want to learn more?
Watch videos from the Crash Course series on Navigating Digital Information (put together in partnership with Mediawise and the Stanford History Education Group), which can be found at *https://thecrashcourse.com/topic/navigatingdigitalinfo*. For this project, the most relevant videos will be the Introduction (#1), Facts about Fact Checking (#2), Lateral Reading (#3), Who Can you Trust (#4), Using Wikipedia (#5), and Evaluating Photos & Videos (#7).

If you plan to use the internet to do research, make sure you have your parent's or guardian's permission or supervision.

RECOMMENDED ONLINE SOURCES

The sources listed below may be a good starting point for exploring your study country. These sources have been reviewed for credibility. Many were identified using various library resource recommendation lists. Additional resources may appear in different sections of this manual.

- **CIA World Factbook** (*https://www.cia.gov/the-world-factbook*)

- **BBC Country Profiles** (*http://news.bbc.co.uk/2/hi/country_profiles/default.stm*)

- **Library of Congress Resources:**

    - **Global Gateway World Culture & Resources** (*http://international.loc.gov/intldl/intldlhome.html*)

    - **Country Studies** (*https://www.loc.gov/collections/country-studies*)

- **The World Bank** (*https://www.worldbank.org/en/where-we-work*) and (*https://data.worldbank.org*)

- **World Digital Library** (*https://www.loc.gov/collections/world-digital-library/about-this-collection*)

- **Country Reports** (*https://www.countryreports.org*)

- **Encyclopedia Britannica** (*https://www.britannica.com*)

- **Nation Master** (*https://www.nationmaster.com*)

- **U.S. Department of State** (*https://www.state.gov/countries-and-areas-list*)

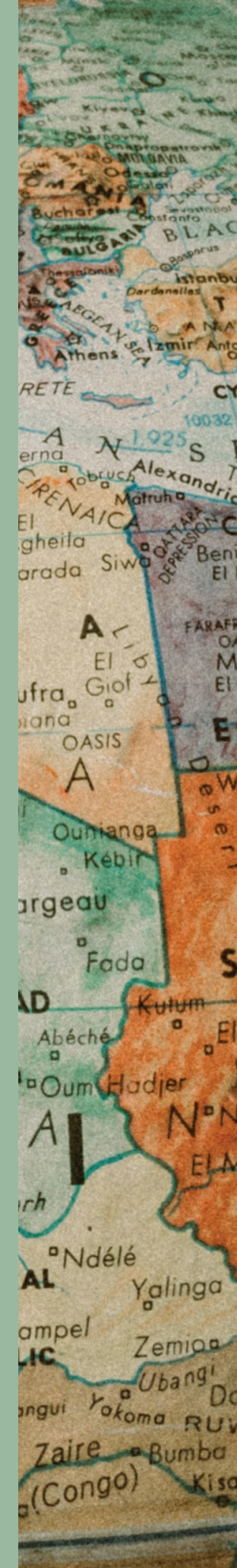- **Eldis** (*https://www.eldis.org/countries*)

Using Wikipedia Responsibly

Wikipedia is a free online encyclopedia written and edited by volunteers from around the world. Because the site allows contributions from anyone, you should not use the site as your primary source. However, contributors to Wikipedia are supposed to use credible external references such as newspapers, books, and other publications as sources for the information they contribute to articles. You can find links to these references at the bottom of most Wikipedia articles. That references section can be a good place to find other reliable sources to use in your work (just remember to use the 5 W Questions method to review the references for credibility).

OFFLINE SOURCES

A number of offline sources can be great resources for your research. Many of these sources also have an internet presence. Here is a list of possible resources to consider:

- **Museums or Cultural Centers** - Museums and cultural centers may exist in your community or in your study country that can provide information about the history, culture, government, or other aspects of the study country. Many resources may be available online, while you might need to visit the location or reach out to staff to access others.

- **Libraries** - Libraries may have access to print or digital resources like encyclopedias, newspapers, books, journal articles, and atlases that may be helpful in your research. Librarians can assist you in finding credible sources on your study country.

- **Consulates, Chambers of Commerce & Trade Organizations** - Foreign countries often have diplomatic missions called consulates in heavily populated locations around the United States. Staff at these facilities may be able to provide information

on their country or connect you with resources. Chambers of Commerce and Trade Organizations for specific countries or regions may also be able to provide you with data on the study country. Keep in mind that all of these organizations have an interest in portraying their country positively. Because of this, it's wise to cross check the information you get from them with other sources.

- **People** - Often, talking to a person from the study country can be a great way to learn about that location. Doing interviews with citizens of these countries, or immigrants from these countries, is especially useful for learning about the day-to-day life in the country and the country's culture. They may also be able to connect you with other reliable sources based on their personal experience.

SOURCE LIST

It's important to keep track of the sources you reference as you complete your country study. Please keep track of all of your sources below. If you need additional space, please type or print your additional references and attach that sheet to this book.

Source Information (Name, Type, etc.)	Topics You Used this Source For
Ex: CIA World Factbook Paraguay, Website, https://www.cia.gov/the-world-factbook/countries/paraguay	Ex: flag, map, geographic info, population info, environment, economy

The Study Country

Country Selection

Your project journey begins with you selecting a country to study. The choice is yours! Once you've selected a country, begin your study by completing the information below.

Country name: _____

Official country name, if different from common name: _____

_____

List one or more reasons why you decided to choose this particular country.

_____

_____

_____

_____

Find your country on a map. On which continent or major area in the world is the study country located? Check one below.

☐ Africa

☐ Antarctica

☐ Asia

☐ Atlantic Ocean Islands

☐ Australia & New Zealand

☐ Central America & Caribbean

☐ Europe

☐ Indian Ocean Islands

☐ Middle East

☐ North America

☐ Pacific Ocean Islands

☐ South America

What are the neighboring countries?

_____

_____

_____

_____
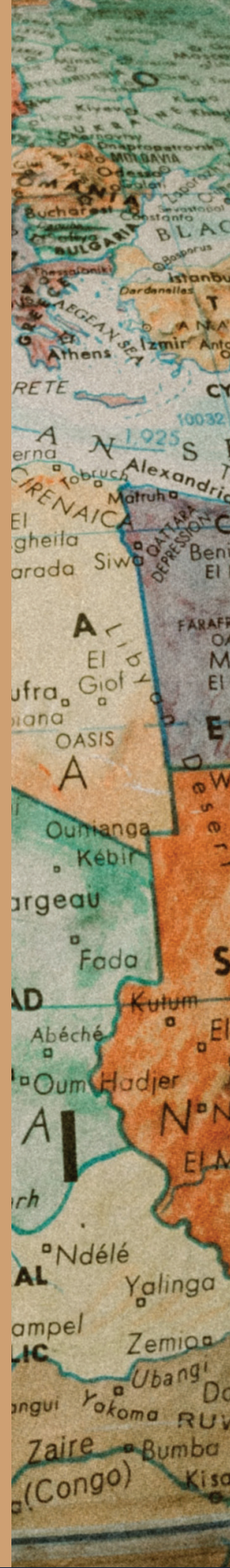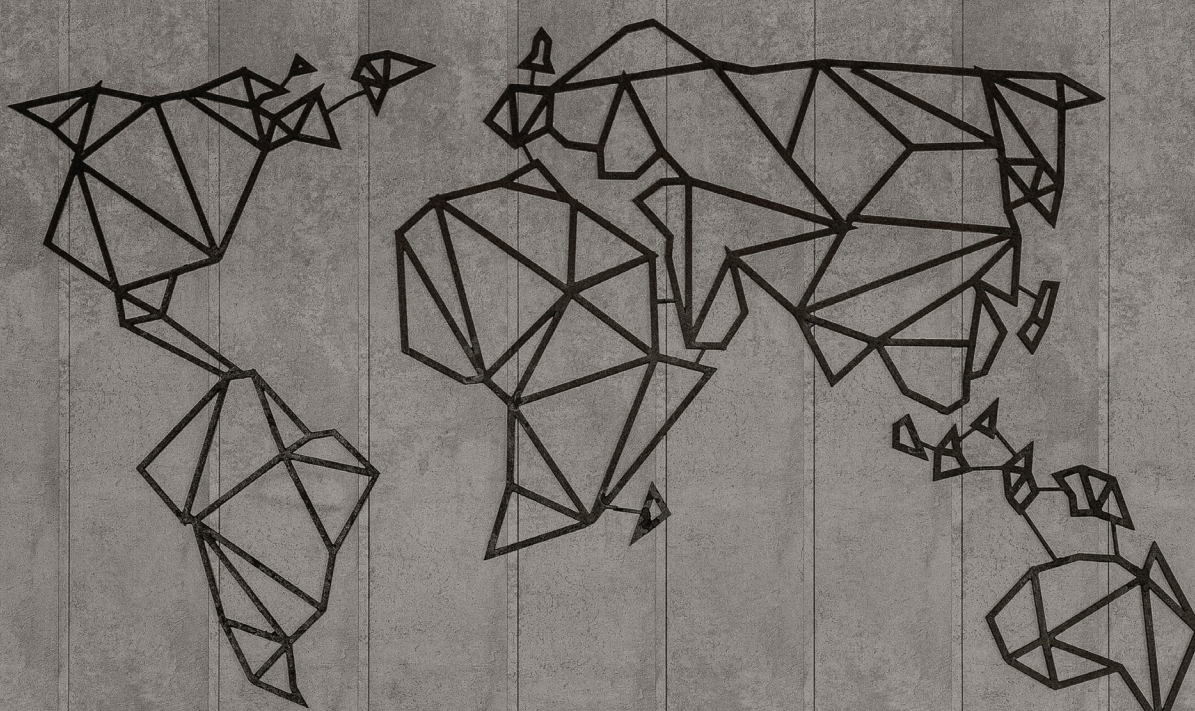
Illinois Extension
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