



4-H PASSPORT TO THE WORLD



A COUNTRY STUDY GUIDE



Illinois Extension
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Acknowledgements

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I. Introduction



4-H PASSPORT TO THE WORLD

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You are about to begin an exciting adventure in a foreign country. It may be a close neighbor such as Canada, or a far-off exotic land 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 actually being there.

This project is designed to help individual members, groups of 4-H'ers, their families, and 4-H leaders learn about a foreign country as part of the people-to-people 4-H intercultural emphasis. It can be done as a project for an individual, an entire club, or as a 4-H special-interest school program.

This project book contains an outline of interesting things to learn and fun activities to do to help you become acquainted with a country of your choice. Your school or public library is an excellent source of information. Travel guides found in most libraries tell about almost any country in the world. Once you start looking, you will probably be surprised to find so many interesting references.

The Internet has resources that provide an online visit to many countries. When locating resources online, look for government or educational websites that provide accurate information. Avoid commercial or personal websites that may contain inaccurate information or were developed to sell products or services.

This booklet is your 4-H record. Try to fill most of the blanks. There are 14 suggested activities in this project. 4-H'ers between 8 and 11 years of age should complete four or more. Those 12 to 14 should complete six or more and older youth, 15 to 19, should complete eight or more of the suggested activities.

You may want to keep this guide in a binder or scrapbook. Include photographs, post cards, and printed news reports about your study country.

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!

II. The Study Country

A. What country have you decided to study?

Country name: _____

Official country name, if different from common name: _____

When was the country established? _____

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

B. Describe the type of government.

If available, give the name and title of the current head of government.

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C. Study the country's flag.

Draw and color, copy, or print and paste the country's flag here.



What do the colors and symbols mean?

Flag of _____

D. Find postage stamps from the country.

Activity Suggestion

- ★ Collect and mount three different stamps from the study country. Ask for help from a local stamp club or your post office. Or you may find pictures of stamps on the Internet.



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III. The Country's Geography in the World

A. Locate the study country on the world map.

Mark the country with a colored pen or pencil on the map on pages 12 and 13.

On which continent or major area in the world is the study country located? Check (✓) one below.

_____ North America

_____ Australia and New Zealand

_____ South America

_____ Atlantic Ocean Islands

_____ Europe

_____ Pacific Ocean Islands

_____ Asia

_____ Indian Ocean Islands

_____ Africa

_____ Antarctica

_____ Middle East

_____ Central America and Caribbean

What are the neighboring countries?

B. What is the country's latitude?

The map on pages 12 and 13 shows parallel lines running east and west to measure distance in degrees (°) from the equator. They are called parallels of latitude. The equator divides the earth equally into the northern and southern hemispheres. Latitude is measured from the equator starting at 0° down to 90° at the South Pole and up to 90° at the North Pole.

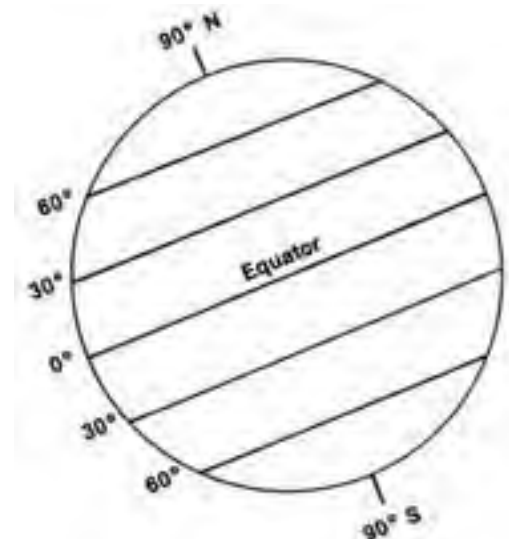
Find a country in another part of the world that is located at about the same latitude as the study country.

_____ *country name*

Is the study country north or south of the equator?

_____ North of the equator (Northern Hemisphere)

_____ South of the equator (Southern Hemisphere)



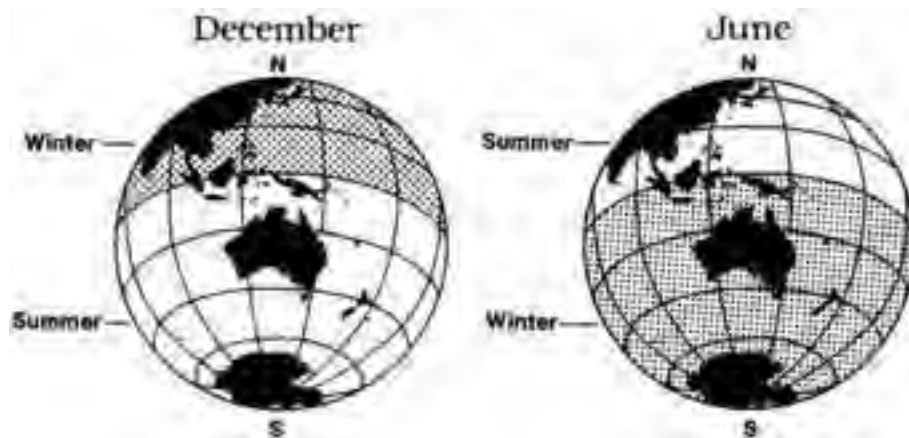
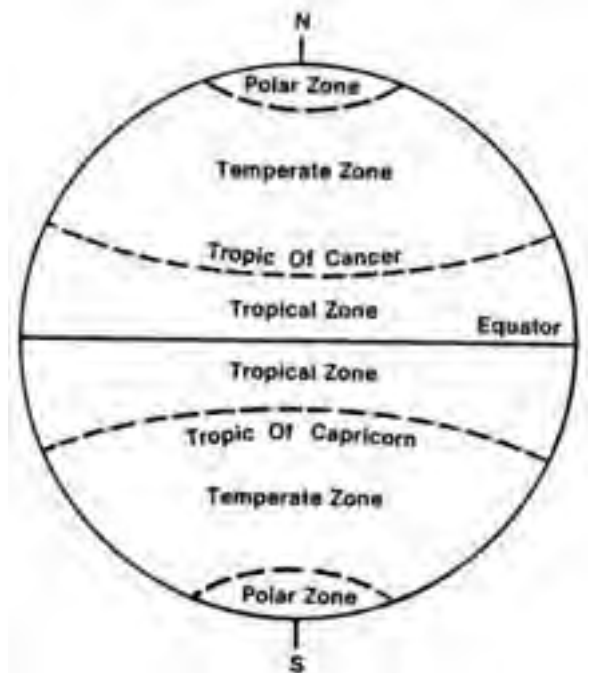
C. Find out about the country's climate.

Generally, countries between the Tropic of Cancer and the Tropic of Capricorn are considered "tropical." Those above the Antarctic Circle and below the Arctic Circle are in the "temperate zones."

In which of these two zones is the study country located?

_____ Tropical zone _____ Temperate zone

For countries in the "temperate zones," the seasons of the year are affected by what hemisphere they are located in. It is winter in December and summer in June in the Northern Hemisphere, while in the Southern Hemisphere it is just the opposite, with summer in December and winter in June.



If the study country is in a "temperate zone," what will be the season there on December 21?

_____ Summer _____ Winter

What are the average December and June temperatures for the country?

The average December temperature is _____°F _____°C.

The average June temperature is _____°F _____°C.

Metric Conversion

Fahrenheit to Centigrade: $F^{\circ} = 9/5C^{\circ} + 32^{\circ}$

Centigrade to Fahrenheit: $C^{\circ} = (F^{\circ} - 32^{\circ}) \times 5/9$

Compare the study country's average temperatures with some other temperatures around the world.

***Average Low and High Temperatures Around the World
in Degrees Fahrenheit and Centigrade***

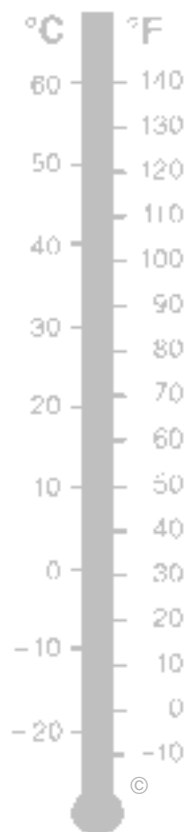
	December				June			
	Low		High		Low		High	
	°F	°C	°F	°C	°F	°C	°F	°C
Chicago, Illinois	25°	– 4°	37°	3°	61°	16°	79°	26°
London, England	42°	5°	47°	8°	56°	13°	70°	21°
Moscow, Russia	18°	– 8°	25°	– 4°	54°	12°	71°	22°
Sydney, Australia	65°	18°	77°	25°	51°	10°	64°	18°
Santiago, Chile	51°	10°	83°	28°	37°	3°	58°	14°
Delhi, India	46°	8°	73°	23°	83°	28°	105°	40°
Tokyo, Japan	40°	4°	54°	12°	66°	18°	78°	25°
Dar es Salaam, Tanzania	73°	23°	90°	32°	68°	20°	84°	29°

Which one of the above cities has a climate most similar to that of the study country?

city name

From the world temperature chart on this page, note the differences in seasons for Sydney, Australia, and Santiago, Chile, compared with most of the other countries. Both are south of the equator. There is little change for Dar es Salaam, Tanzania, which lies close to the equator in Africa.

From your study of the country, describe the climate.



D. Compare the study country's time with yours.

Use the Global Time Conversion Table on this page to find out what time and day it is in the capital city of the study country when it is 12:00 noon on Wednesday, Standard Time (ST) in your state.

Time: _____ : _____

Day of the week: _____

If the study country's capital city is not listed in the table below, find a city in the same time zone. To find the corresponding time, look up and down the vertical column. Circled numbers stand for "P.M." Sets of blocked numbers mean "yesterday" and the large blocked area stands for "tomorrow."

Global Time Conversion Table

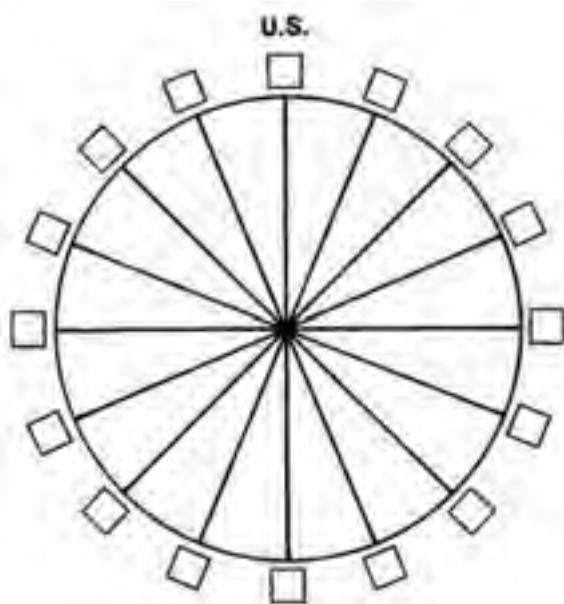
Chicago	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
Denver	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11
San Francisco	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
Honolulu	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8
Samoa	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7
Auckland	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
Sydney	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4
Tokyo	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
Hong Kong	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2
Bangkok	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1
Rangoon* (+30 min.)	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
Delhi* (+30 min.)	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11
Tehran	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
Baghdad	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9
Athens	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8
Rome	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7
London	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
Sao Paulo	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
Bermuda	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2
Washington, DC	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1

*Burma and India are examples of two countries that are half an hour ahead in their respective time zones.



E. Imagine these fun things about geography.

Think of all the people in the world who stand at different angles from us!



When compared to us in the United States, about what angle are people in the study country?

Use a globe of the world found in most school and public libraries to help you.

Check (✓) the box that most closely represents the angle.

People on the other side of the world are sleeping while we eat lunch. What do you think boys and girls might be doing in the study country when it is noon in your state?



IV. The Country's Own Geography

A. Find a map of the study country.

Draw, trace, photocopy, or print the map and paste it in the space below.

Map of _____

Capital city: _____

Other major cities: _____

Major river(s): _____

Other geographic features of interest (mountain ranges, deserts, or large lakes):

.....

B. Think about the size of the study country.

Find the area of your state and the study country in square miles.

Your state: _____ sq. miles _____ sq. kilometers

The study country: _____ sq. miles _____ sq. kilometers

Metric Conversion

Square miles to square kilometers: 1 sq. mi. = 2.589 sq. km.

Square kilometers to square miles: 1 sq. km. = .386 sq. mi.

Complete the following exercise to compare the country's size with your state.

Use Section 1 if the study country is larger than your state. If your state is larger than the study country, use Section 2.

Section 1

Study country larger

$$\frac{\text{size of country (sq. mi.)}}{\text{size of state (sq. mi.)}} = \text{answer}$$

The study country is about _____ times larger than your state.

Section 2

Your state larger

$$\frac{\text{size of state (sq. mi.)}}{\text{size of country (sq. mi.)}} = \text{answer}$$

Your state is about _____ times larger than the study country.

C. List some major tourist sites in the country.

_____	_____
_____	_____
_____	_____

V. The Country's People

A. Think about how many people are in the study country.

Find the number of people in your state and study country.

Population of your state: _____

Population of study country: _____

Complete the following exercise to compare the country's population with your state's. If there are more people in the study country than your state, use Section 1. If there are more people in your state than the study country, use Section 2.

Section 1

More people in
study country

$$\frac{\text{country population}}{\text{state population}} = \text{answer}$$

There are about _____ times more people in the study country
than in your state.

Section 2

More people in
your state

$$\frac{\text{state population}}{\text{country population}} = \text{answer}$$

There are about _____ times more people in your state
than in the study country.

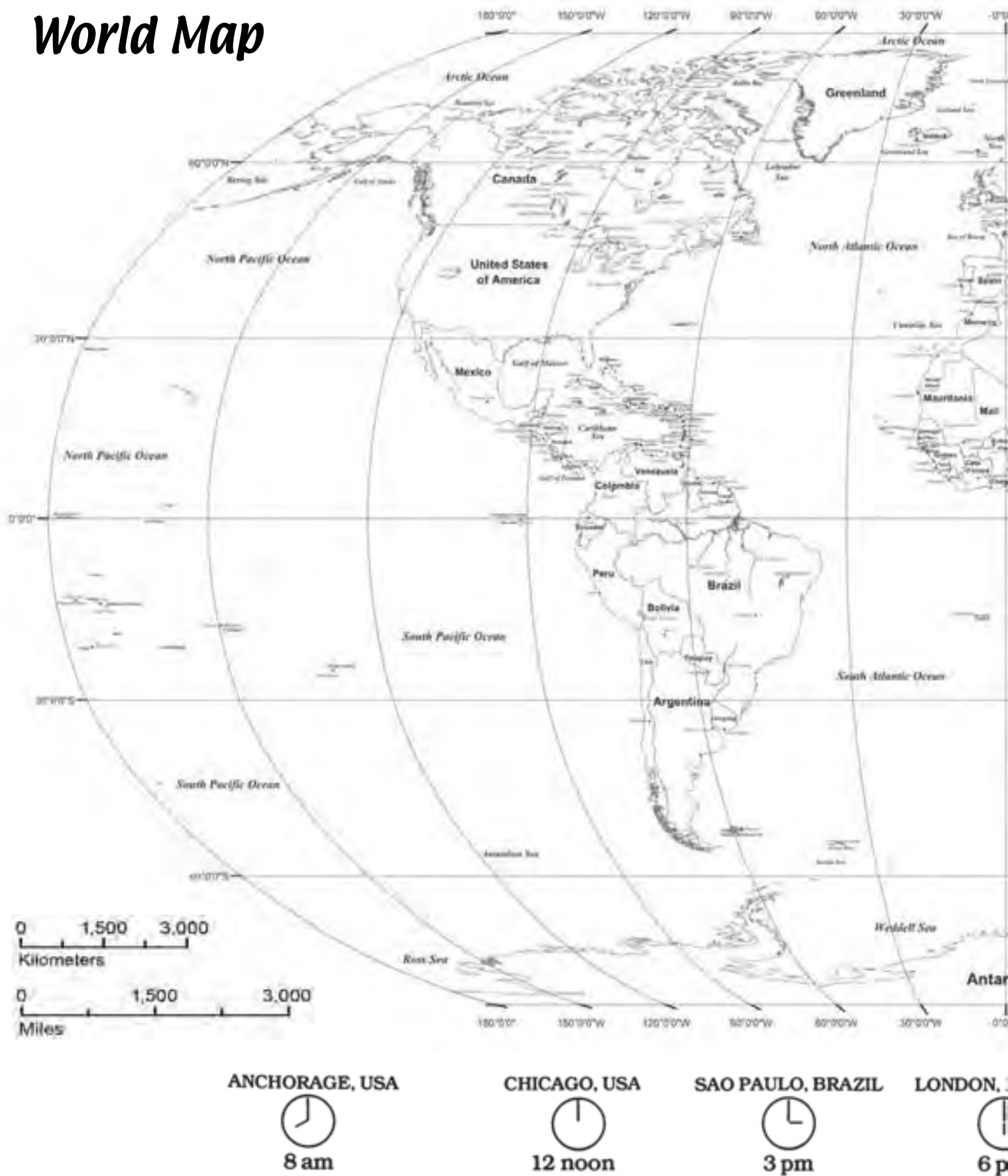
B. What are the racial-ethnic groupings of the people?

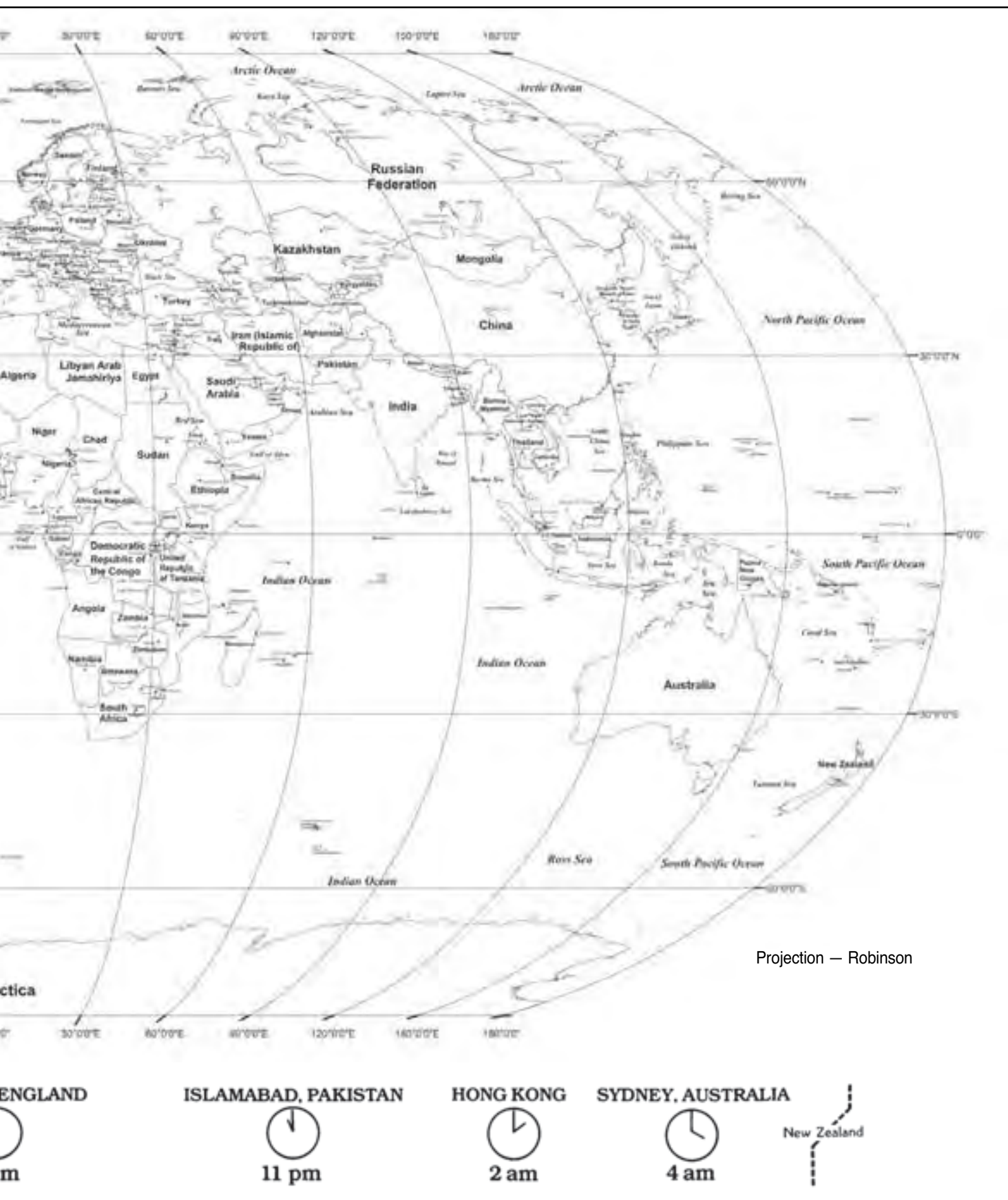
Racial-ethnic group

Percent of population

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

World Map





.....

C. What are the major languages spoken?

Major languages	Percent of population
_____	_____ %
_____	_____ %
_____	_____ %
_____	_____ %
_____	_____ %

If other than English, find a sentence in a language of the study country and copy it in the space provided. What does it mean?

D. Where do the people live?

What percent live in rural areas? _____ %

What percent live in urban areas? _____ %

E. What are the major religions?

Major religions	Percent of population
_____	_____ %
_____	_____ %
_____	_____ %
_____	_____ %
_____	_____ %

VI. The Country's Economy

A. Learn about the country's money.

What is the basic unit of currency in the study country called?

How is the basic unit of money divided into parts and what are their names?

Name of part

Value of part

_____	_____
_____	_____
_____	_____



The value of money changes almost daily in many countries. What is the value of the basic unit of money in the study country compared to the U.S. dollar? Check newspapers, or the Internet, or contact your local bank for this information.

One U.S. dollar = _____ Date: _____
amount of country's money

B. Study the country's agriculture.

List major agricultural products grown in the study country. Put an asterisk (*) beside those that are familiar to you.

_____	_____	_____
_____	_____	_____

List any farm animals raised in the study country that are not common in the United States.

_____	_____	_____
_____	_____	_____

.....

C. Find out what the country manufactures.

What types of manufactured products are exported to other countries?

_____	_____	_____
_____	_____	_____
_____	_____	_____

D. List the major natural resources in the country.

_____	_____	_____
_____	_____	_____
_____	_____	_____

E. Learn about developed and developing countries.

The world map in this book shows countries that are within the developed and developing regions of the world. In which of these regions of the world is the study country located?

_____ Developed region

_____ Developing region

From an encyclopedia or other reference, describe some of the characteristics of a developing country.

VII. The Country's Culture

In today's world, differences between cultures are becoming fewer and fewer. In major cities, there is often little difference in housing, transportation, clothing, or food. However, there are unique lifestyles that are identified with many cultures.

In this section, you will look at some of the things that are unique about the traditions of your study country.

A. Find out about houses in which people live.

Are they different from the types of houses in the United States?

_____ Yes _____ No

If you can find a picture of a house in the study country, draw, photocopy or print it and paste it in the space provided.

House

B. What kinds of clothes do people wear?

Are the everyday clothes people wear different from those we wear in the United States?

_____ Yes _____ No

If you can find a picture of everyday clothes people in the study country wear that are different from ours, draw, photocopy, or print it and paste it in the space provided.

Everyday clothing

.....

If you can find pictures of a traditional costume from the country, draw, photocopy, or print and paste it in the space provided.

Traditional costume

C. List some famous people from the country.

Person	Why was the person famous?	When?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

D. Think about foods eaten in the study country.

List examples of food prepared in the study country that we in the United States also eat and some we don't eat.

Some foods we also eat

Some foods we don't eat

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Find a recipe from the study country or something representative of that part of the world and copy it in the space provided.

Recipe

Activity Suggestion

- ★ Prepare a snack or other food item from the study country. Serve it to your family or your 4-H club or group.

Name of food: _____

How many people tried it? _____

Did you like it? _____ Yes _____ No

Why or why not? _____



E. Explore the crafts made in the study country.

What craft items are commonly made and used in the study country?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



.....

Activity Suggestion

★ Make a craft item from the study country.

What was made? _____

How many from your 4-H club or group made at least one craft item?

F. What are the popular sports in the study country?

Put an asterisk (*) beside any you have not seen played.



Is any sport so popular that it is considered the “national sport”? _____ Yes _____ No

If “yes,” what is it? _____

G. Find out how the people spend their leisure time.

List ways some people in the study country spend their time when not working.

.....

Activity Suggestion

- ★ Find a game from the study country. Teach it to members of your 4-H club or group.

Name of game: _____

Describe the game: _____

Did the group like the game? _____ Yes _____ No

H. What types of music do people in the country enjoy?

Describe music popular in the country.



Activity Suggestion

- ★ Look for examples of traditional music from the study country.

Check local libraries or download music from an online site. Play the music for your 4-H club or group.

Name of music: _____

How many people listened? _____

Is the music very different from what we hear in the United States?

_____ Yes _____ No

If yes, how is it different? _____

If no, how is it similar? _____

.....

I. Read about the customs in the country.

What are some customs of the people that are very different from the way we do things in the United States?

J. What are the most important holidays in study country?

Holiday name	Date(s)	How is it celebrated?
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VIII. Other Activities

In addition to the activities suggested in other sections of this guide, you may choose to do some of the following activities.

Activity Suggestions

- ★ Invite someone who has traveled to the study country to speak to your 4-H club or group.
- ★ Invite a foreign visitor or student from the study country to visit your 4-H group or your home.
If your club leader and parent agree, ask him or her to help you and/or other club members find friends from the study country to communicate with online.
- ★ Make a list of books that contain information about the study country.

Book title	Author(s)
_____	_____
_____	_____
_____	_____

- ★ Check with libraries, schools, or online about how to find videos about the study country and show them to your 4-H club or group.

Name of video	How many saw it?
_____	_____
_____	_____
_____	_____

- ★ With your parent's permission correspond with a friend online from the study country.

Friend's name	City/town	Number of emails sent	Number of emails received
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

.....

★ Give a talk or demonstration related to the study country.

Presentation topic	Audience type	How many in audience?
_____	_____	_____
_____	_____	_____
_____	_____	_____

★ On page 25, write a one-page story of what you learned from this project.

★ Make an exhibit about the study country.

Exhibit description	About how many saw it?	Location
_____	_____	_____
_____	_____	_____
_____	_____	_____

★ Plan your own activity! Come up with one or more other activity ideas of your own to learn more about the study country and share this information with others.

Presentation topic	How many involved?
_____	_____
_____	_____
_____	_____

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Lined area for writing, consisting of multiple horizontal lines.

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