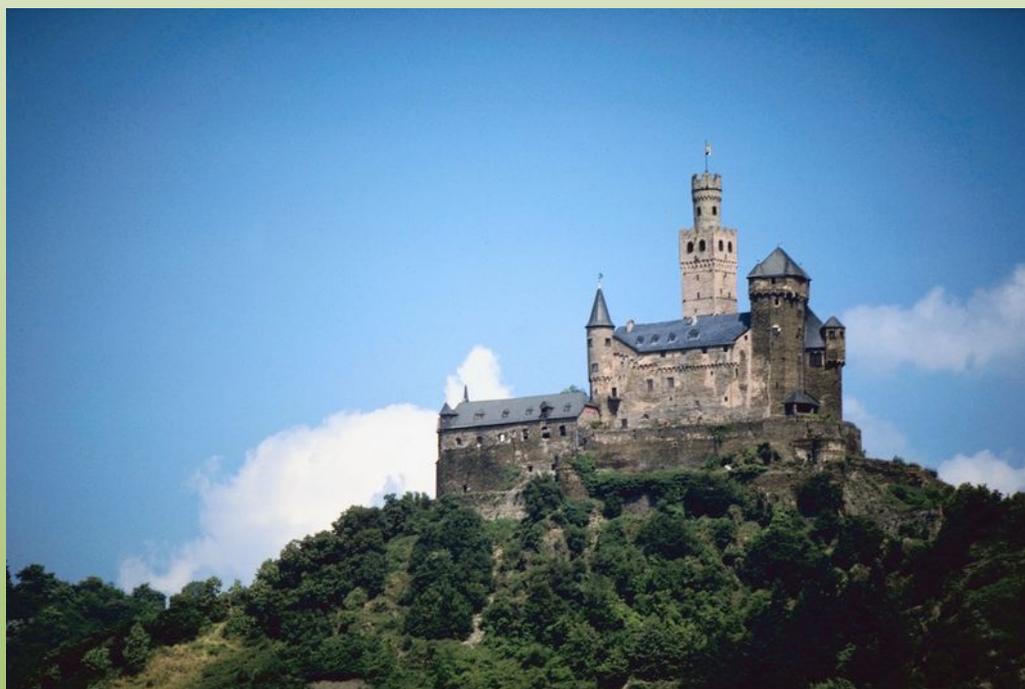


# **International Study Guide Series**

# **Germany**



Montana 4-H Center for Youth Development, Montana State University Extension

## **MONTANA 4-H INTERNATIONAL STUDY SERIES**

The 4-H program has had an active role in Montana youth and volunteer development for more than 100 years. It is most well-known for its local emphasis, but 4-H does exist in a broader context - from a local to an international level.

The ultimate objective of 4-H international and cross-cultural programming is "peace through understanding." Extension efforts help young people achieve this overall goal by encouraging them to:

- realize the significance of global interdependency;
- develop positive cross-cultural attitudes and skills that enhance understanding and acceptance of people from other ethnic, social, or economic backgrounds;
- appreciate the similarities and differences among all people;
- assume global citizenship responsibilities;
- develop an understanding of the values and attitudes of Americans.

Since the introduction of international 4-H opportunities in 1948, the Montana 4-H program has been committed to the goal of global awareness and increasing cross-cultural understanding. Cultures are dependent upon one another for goods, services, food, and fiber.

Montana's role in the international trade arena is ever-growing. The acquisition of increased knowledge of the markets and the people who influence those markets is crucial to the residents of our state.

The 4-H international programs are coordinated by the Montana 4-H Center for Youth Development and States' 4-H International Exchange Programs for participating states. Funding is provided on the state level by the Montana 4-H Foundation through private donations and contributions and an endowment started by former 4-H program leader, Geraldine Fenn.

Additional information on youth and adult development and international opportunities through the 4-H program are available by contacting your local county Extension office or the Montana 4-H Center for Youth Development.

The material for this study guide was updated by Randee Shannon, 2019 representative to Finland and Germany and Kaitlyn Koterba representative to the United Kingdom and Germany, 2019. It is produced and distributed by Montana State University Extension and the 4-H Center for Youth Development. The publication of this study guide is made possible by Montana State University Extension and the Montana 4-H Foundation.



## **INTRODUCTION**

The purpose of the study guide is to supplement an international presentation given by an IPYA delegate in a classroom environment. The IPYA (International Program for Young Adults) program is an in-depth cultural exchange designed for young adults, ages 18-26. These individuals live with host families during a 3-6-month exchange in one of over 30 hosting countries. Presentations that focus on their experiences and aspects of their host country can be fun and enlightening. They can be educational if combined with study and activities included in this study packet.

The following material is provided in advance, so classes can learn basic facts about the country. By studying in-depth about an area, youth are not overwhelmed with facts, figures, and details in a classroom presentation. Rather, they can examine the country up close and ask thought-provoking questions. Some adaptation of material may be required to best fit the age and education level of the class.

This country study guide contains:

- background information and questions for thought and discussion
- pre- and post-tests
- additional global awareness activities
- evaluation forms (return to the local county Extension agent)
- a map

## **INSTRUCTIONAL APPLICATION**

This study guide approach has varied application possibilities in the classroom. Instructors may choose to present the material to students themselves or may choose a group-study approach. The class can be divided into groups of four to six students with each group studying one section of the handbook (i.e., geography, nation, people, lifestyles and customs).

Each group reads and researches its section, answering selected questions. Upon completion, groups can be assigned to deliver a cooperative report to the class.

The pre- and post-tests are included to measure the level of learning that takes place during the study of the country. Teachers may desire to use the post-test grade as a portion of the daily grade or simply use it as a guide to what was learned.

As a teacher, you may have other resources and activities to further supplement this study guide. Libraries, travel centers, museums, ethnic restaurants, and international exchange alumni are all sources of information.

## **BACKGROUND INFORMATION - EUROPE**

Europe is the birthplace of Western civilization. No other continent has had such great influence on world history. From the time of the ancient Greeks, European political ideas, scientific discoveries, arts and philosophies, and religious beliefs have spread to other regions of the world. The civilizations of the United States, Canada, Latin America, and Australia/New Zealand developed largely from European civilization.

Europe has been a world leader in economic development. Great manufacturing centers have risen near Europe's many rich coal and iron ore deposits. Much of the continent also has rich soil that produces high crop yields. Few parts of Europe remain underdeveloped. As a result, Europeans have a high standard of living compared to that of most other people of the world.

The people of Europe represent a variety of cultural backgrounds. They have spoken different languages and followed different traditions for hundreds of years. Europe occupies the western fifth of the world's largest land mass. Asia occupies the rest of this land. Europe extends from the Arctic Ocean in the north to the Mediterranean Sea in the south, and from the Atlantic Ocean in the west into western Soviet Union in the east.

Europe is smaller than every other continent except Australia, but only Asia and Africa have larger populations. About 10 percent of the world's people live in Europe. It has an average of 143 people per square mile. The world average is only 38 people per square mile and for the United States it is approximately 87 people per square mile.

The 44 countries of Europe range in size from Russia, the largest country in the world, to the Vatican City, the smallest. The Soviet Union lies partly in Europe and partly in Asia. Compared to the United States and Canada, most European countries are small. The five smallest once could fit into the city limits of Phoenix, Arizona. However, there are more world powers among the countries of Europe than on any other continent.



## **GEOGRAPHY**

### *Location*

Germany is in north central Europe bordered by Denmark, France, Belgium, the Netherlands, Czech Republic, Austria, Switzerland, and Luxembourg. Bodies of water bordering this country are the North Sea and the Baltic Sea. Major rivers of Germany include the Rhine, Danube, and Elbe.

### *Size*

Germany is just smaller than Montana, covering 137,802 square miles (136,910 square kilometers).

### *Land and Climate*

Germany's land area varies in character ranging from plains of the northern lowlands to the Alpine mountains. The three main geographical regions are the Alpine Foothills in the south, the German plain or lowlands in the north and the central uplands in the middle of the country. Germany's share of the Alps is very small, yet there are peaks nearly 10,000 feet (3,000 meters) high. The Alpine foothills, further north, are characterized by many rivers and lakes. Because of the natural beauty of this area, it is a very popular for tourists. The lowlands in the northern-most part of Germany are very flat. The central uplands region, just as the name indicates, is in central Germany and is by far the largest landscape region in the country. This area consists of high plains, hills, and valleys as well as several large forests. One of the better-known of these forests is the Black Forest. The Black Forest gained its name from the deep green firs and the thick cover that keeps the forest floor shaded.

The climate in Germany is temperate with rain throughout the year. During the winter months, the temperature varies from an average of 35 degrees Fahrenheit in the north to 27 degrees Fahrenheit in the south. Summer temperatures average 90 to 93 degrees Fahrenheit in the north and 75 to 80 degrees Fahrenheit in the south.

Precipitation varies during the year but on an average 20 to 30 inches falls in most of the country. It is, however, possible for as much as 80 inches of rainfall to be recorded in the Bavarian Alps. In the spring, Germany may experience a warm tropical wind (very much like a Montana Chinook) that breaks the cloud cover and melts the snow.

### *Geography - Questions to Think About*

- 1) How do the temperatures in Montana compare with those of Germany in the summer and in the winter?
- 2) How does the size of the state of Montana compare to the country of Germany? The size of the county you live in?
- 3) Name four of the eight countries that border Germany.
- 4) What is the average annual precipitation in Montana? How does this compare to Germany?

## THE NATION

### *History*

Before becoming a nation-state in 1871, Germany was divided into several small, separate principalities and was once part of the Holy Roman Empire. Through three unification wars engineered by the Prussian leader Otto von Bismarck, between 1864 and 1870, Germany became a powerful, modern, industrialized nation.

The empire was defeated in World War I and the Weimar Republic was established as a democracy. Unfortunately, the republic's moderate leaders received little support from powerful extremists throughout the country. That lack of support, combined with devastating inflation in an economy crippled by war debts amid the Great Depression, led to Adolf Hitler's rise to power in 1933. His National Socialist (Nazi) party eventually led the country into World War II.

Following World War II, Germany was temporarily split into occupation zones by the Allied powers to facilitate disarmament and to organize a democratic government. When the Soviet Union did not comply with the original agreement, the occupied zones of the Western Allies became the Federal Republic of Germany (FRG), a democratic nation. The Soviets in turn created the German Democratic Republic (GDR) out of the five eastern states, which then followed the Soviet model of development and government. When thousands of people fled the east in the early years, the GDR built the Berlin Wall to shut off access to West Berlin.

The Wall remained a symbol of the Cold War until November 9, 1989, when it came down. The process allowed for the formal unification as the Federal Republic of Germany on October 3, 1990. German-wide elections were held on December 2, 1990 to complete the political union of the western and the eastern states. Berlin was named the capital city, but due to the cost of the move and some resistance by Bonn (another German city), the move did not begin until 1993 and was not finished until 2000; Berlin is currently the nation's capital.

Germany joined the North Atlantic Treaty Organization (NATO) in 1955, but German troops were not allowed to leave German soil until 1993, when their troops joined the United Nations relief operations in Somalia. German troops also aided American troops in the war in Iraq until later in the year of 2007.

### *Government*

The current government of Germany is a Federal Republic and was established in 1949 by the basic law put forth in a document like our constitution. It established a parliamentary form of government with emphasis on executive, legislative, and judicial branches.

The executive branch has provisions for two executives: the chancellor (prime minister) who has authority, and the president who has no significant powers under normal conditions. The duties of the president are largely ceremonial. The parliament is like our own legislature with an upper and lower house. Members are elected from the seven states. Party politics are very

weak among the voting public although close to 90% of all citizens over 18 years of age vote in federal elections. The Chancellor as of 2005 is Angela Merkel who is the first woman elected to the position and is the 8th Chancellor of the republic.

Germany's legislature is made up of two houses. The upper chamber is called the Bundestrat and it has 68 government elected members. The lower house or Bundestag is elected by the public and has 622 members.

### *Economy*

Since the formation of the German Empire, the country has participated in two World Wars, both of which devastated the country. The German people are very industrious, however, and they have rebuilt an economy which has achieved the status of a major power in Europe. Major trading partners include other European Countries, Japan and the United States.

The German economy is powered by industry which produces many goods made of iron and steel, electrical products and chemicals. German goods are known for their precision and high quality. Industry accounts for one-half of the country's output and employs roughly 42% of the work force. The ability of the country to build such a strong industrial economy was made possible by large coal deposits, iron ores, and other metal ores found throughout the country.

Agriculture represents an important sector of the economy and utilizes 55% of the country's land area to produce food for a population which spends approximately 25% of its income on food. Despite this importance, agriculture accounts for only 2% of the country's gross national product (GNP). Major exports include vehicles, engineering products, chemicals, iron, steel, textiles, and mining products.

### *Transportation and Communication*

Germany's transportation is dominated by the automobile. Approximately four-fifths of all transportation is by car and it is the most common means of getting to work or going on vacation. Germany was one of the first countries in the world to build a motorway (Autobahn) network and in 1990 only the United States had more motorways.

Railways intertwine throughout the country and the rest of Europe. Though a bit pricey, it is fast and convenient for tourists and locals to travel short or long distances with virtually no hassles. One of the setbacks for a budgeted traveler is that it would cost up to 100-200 euro (200-300 dollars) to get from one part of the country to the other.

The transportation and communication facilities are owned by the government except for trucks, barges, and a few small privately-owned railroads. Inland waterways form an important means of freight transportation. The rivers flowing south to north are interlaced with canals flowing from east to west. Inland shipping is continuing to expand. The telephone and postal services are also controlled by a government agency.

### *Business Hours and Shopping*

Before reunification, laws governing business hours were different. Shops in the east were open late to accommodate working spouses, while stores in the west closed by 6:30 p.m. to minimize working hours. Business hours range between 8:00 a.m. and 5:00 p.m. In western states, shops may close at 4:00 p.m. on Saturdays. Some shops in more touristy areas or train stations may be open on Sundays; however, it is still uncommon for most shops to be open on Sunday since Sunday is considered a day of rest in Germany.

Fruit and vegetables are usually bought from street markets which are held once or twice a week. Throughout December, many towns have special Christmas markets where everything from seasonal goodies to Christmas trees are sold. While supermarkets have become the "norm" in the United States and elsewhere, in Germany small, local shops are still preferred and popular. A shopping trip may include a stop at the Metzgerei (butcher shop), Backerei (bakery), or Konditorei (pastry shop).

#### *Nation - Questions to Think About*

- 1) What economic factors led to Hitler's rise to power and in what year?
- 2) Who is the current Chancellor or Prime Minister of Germany?
- 3) Can you name three models of German cars imported to the United States each year?
- 4) How is Germany's economy different from Montana's? From that of the United States?

## **LIFESTYLES**

### *People*

The population of Germany is 83,517,045 (as of December 2019) and steadily growing. The annual growth rate is 2.2% but immigration populations are growing above that 1.2% mark. Most people are of German descent but there are minorities from Turkey, Yugoslavia, Italy, Greece, and other nations who live in Germany as guest workers. In some western states, political refugees from the Middle East, India, Africa, and Asia immigrated to Germany to find work. There is a large influx of refugees from war-torn countries coming to Germany as well as seeking asylum from their home countries.

### *Language*

German is the language spoken by all. Standard German is taught in schools and used in the media, but it is often not the same German as is spoken daily. Various dialects have a strong influence in most areas. In fact, a German from Bonn or Hannover may have trouble understanding a person from Munich (where Bavarian German is spoken) or Halle (where Saxon German is spoken). While the dialects are mostly verbal languages, they are part of folk literature and music and are also different in written form. English is widely understood and is a required subject in German schools. In the eastern states, Russian is also studied.

### *Religion*

Germany is essentially a Christian society. In the western states, about 34% of the people belong to the Roman Catholic Church, 34% to the Protestant (Lutheran) Church, 3.7% are Muslim, and 28.3% have no official religious affiliation. In the five eastern states, Lutheranism is dominant with about half of the people officially belonging to the Lutheran Church. Today there are visible areas where those belonging to the Catholic faith reside (mostly in the south and west) as well as those to the Protestant faith (mostly in the north and east).

### *Family Life*

The father is generally the head of the family. Both parents often work outside the home, although this is more common in the east than in the west. Nearly everyone trains for a career. Large families are not common. The average family has only one or two children. Most families live in apartment buildings rather than in individual homes. Single family homes are by no means rare, just very expensive. In urban areas, people often own or rent small garden plots and take great pride in caring for them.

Among most farm or rural families, it is very common for several generations of a family to live in the same large house. It is not uncommon to see a large percentage of families live in houses that have been in the family for hundreds of years.

### *Marriage and Dating*

Dating differs from the U.S. as boys and girls generally pay for their own meals or entertainment, unless one specifically offers to pay for a special occasion. Young people usually marry in their thirties, but they often wait until they have some financial security. It is common

for young people to live together before wedlock or instead of marriage. Legal marriages are performed at city halls; religious ceremonies are optional.

*Cooking and Eating*

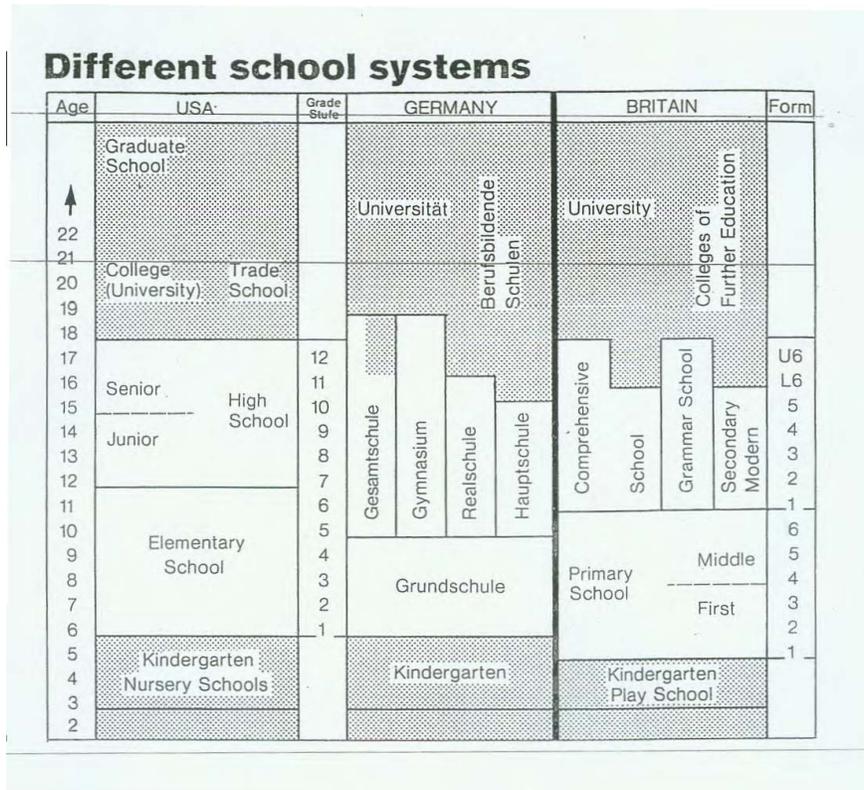
In Germany, the day starts with a cup of fresh coffee and crisp rolls or sliced bread with butter or jam. Sometimes a light breakfast might include a boiled egg. Because people often must leave home early in the morning, it is common to have a snack in the mid-morning.

The main meal of the day is usually eaten at lunchtime. For the dinner (the evening meal) cold cuts, bread, and cheese are very common. German foods include a variety of sausages, pork, potatoes, other vegetables and home grown meet such as pork.

There are many special German dishes, some of which are associated with certain regions or times of the year. Sauerkraut is popular everywhere. It is often served with potatoes, sausages and dumplings. The bread often found on a German family's table is dark rye or Pumpernickel.

*Education*

Education is a source of pride, especially in the areas of technology and craftsmanship. The states administer public education. Children attend school from ages seven to fourteen. After fourteen, there are various career paths from which to choose. Young adults may enter a job training program, study further in preparation to attend a university, or attend a school to learn skills necessary for specific careers. Literacy is approximately 99%.



Education is free at all levels, making entrance to universities and colleges very difficult. It is forbidden by law to homeschool your child; however, it is possible but difficult to have private schooling if needed. It is not uncommon for children to go to school in the morning and finish school between 12:30 and 2:30. The age groups and grades for students attending school is different from British and American grading.

### *Lifestyles - Questions to Think About*

- 1) What are the three languages spoken most often in Germany?
- 2) How does the German education system differ from the U.S.? Do you see any strengths or weaknesses in their system, compared to ours? How many years of schooling are required for German youth? For U.S. youth?
- 3) English is the language nearly all citizens of Montana speak. In a country like Germany where there are people from many nationalities, what are some of the difficulties in communication that may arise?

## **CULTURE**

### *Customs*

A handshake is the most common form of greeting and should be extended to women before men. In groups, several people do not shake hands at once, as crossing someone else's handshake is inappropriate. The most common greeting is "Guten Tag" or Good Day! Germans are very community oriented and there are opportunities to join many clubs, ranging from book clubs to hunting clubs or riding clubs.

### *General Attitudes*

Germans are known for being industrious, thrifty, hardworking and orderly. Those who grew up under capitalism (West Germany) are well-educated, well-traveled and, usually, well-informed. However, West Germans also tend to be less cordial in public compared to Americans. When a German asks how you are doing, it is meant with the utmost sincerity and interest in the answer. Germans are proud of their culture and have strong ties to their rich heritage.

### *Holidays*

Christmas is very important for Germans. It is not highly commercialized, lights and decorations are not common, and many of the old-timers think it is ugly and silly when they see a house decorated for the holiday. However, there are some families that have started to decorate their homes, though, it is more common for families to decorate their windows with a Christmas theme. Most families also use advent calendars or a centerpiece on the table with four candles that represent the four advent Sundays before Christmas. Christmas is a very important family event as well as a celebration of Christ's birthday. Children will often sing songs or do tricks or special things to earn presents. Large dinners and homemade gifts and decorations are commonplace.

The Germans have a holiday like Thanksgiving. It is a gathering in the fall to celebrate and give thanks for the harvest. It is sometimes a religious ceremony and you will often see pumpkins and squashes set about a house and displayed like the Horn of Plenty. Large meals are common for a week or so and are more prominent among farm families than city inhabitants.

### *Culture - Questions to Think About*

- 1) How do you think attitudes and customs in Germany compare to or differ from those in the United States?

- 2) How does a standard American greeting compare to that of a German greeting? Which seems most sincere?
- 3) In what ways are national holidays celebrated in Germany? Are there similarities or differences from what you know? How do traditions differ throughout Montana?

## Test Questions

(can be used once or before and after study)

**Directions:** Select the one best answer for the following questions.

- 1) Germany is a country located in which continent?
  - A. Africa
  - B. South America
  - C. Europe
  - D. Asia
  
- 2) The Alps located in Germany are called:
  - A. Swiss
  - B. German
  - C. Bavarian
  - D. Italian
  
- 3) The climate of Germany is primarily:
  - A. Temperate
  - B. Hot and dry
  - C. Hot and humid
  - D. Cool and arid
  
- 4) What type of land best describes Germany?
  - A. Rugged cliffs and lakes
  - B. Deserts
  - C. Plains and mountains
  - D. Swamps
  
- 5) What form of government is used in Germany?
  - A. Apartheid
  - B. Democratic with president
  - C. Constitutional monarch with parliament
  - D. Federal republic
  
- 6) The German economy is largely based on:
  - A. Industry
  - B. Agriculture
  - C. Forestry
  - D. Aerospace
  
- 7) What religion does the largest portion of the population claim?
  - A. Christian
  - B. Moslem

- C. Islamic
- D. Buddhism

8) What currency is used in Germany?

- A. Gilder
- B. Euro
- C. Kronen
- D. Mark

9) Which of the following countries does not neighbor Germany?

- A. Netherlands
- B. Sweden
- C. Switzerland
- D. Luxembourg

10) Which food would German families be least familiar with?

- A. Sauerkraut
- B. Pork
- C. Potatoes
- D. Tortillas

#### ANSWERS

- 1. C
- 2. C
- 3. A
- 4. C
- 5. D
- 6. A
- 7. A
- 8. B
- 9. B
- 10. D

## COOKING WITH A GERMAN FLAIR

### ***Cabbage Rolls***

This recipe was added by Kaitlyn Koterba, 2019 representative to Germany. This is a family recipe that has been made by her grandmothers with German heritage. She also ate this meal with two of her German host families while overseas.

#### *Ingredients:*

1 lb ground meat  
1/3 cup chopped onion  
1/3 cup long grain rice  
1 TBS Worcestershire sauce  
½ tsp dried basil  
½ can of tomato sauce  
1-pint sauerkraut  
Soured cabbage leaves

Mix 1 lb of ground meat, chopped onions, long grain rice, Worcestershire sauce, and dried basil in a large bowl. In the bottom of a Crock-Pot, combine tomato sauce and sauerkraut. Roll 1/3 cup of meat mixture into soured cabbage leaves. Place rolled seam of the cabbage rolls facing down in the Crock-Pot. Cover with remaining tomato sauce and sauerkraut. Cook 4-6 hours on low.

### ***German Cabbage***

1 cup vinegar  
2 to 3 cups salad oil  
1/2 cup honey  
2 Tbsp. sugar  
2 Tsp. salt  
1 small head cabbage, finely chopped  
1 small green pepper, finely chopped  
1 small onion, finely chopped  
1/3 cup pimento, finely chopped

Combine vinegar, oil, honey, sugar and salt; bring just to boiling point but do not boil. Pour over chopped vegetables and let stand overnight, (two days are better). Do not stir.

### ***Potato Salad***

8 medium potatoes  
4 slices bacon, diced  
1/4 cup chopped onion  
1 Tbsp. flour  
2 Tsp. salt  
1 1/4 Tbsp. sugar

1/4 Tsp. pepper  
2/3 cup cider vinegar  
1/3 cup water  
1/2 Tsp. celery seed  
3 Tbsp. chopped celery

Boil potatoes in their skins until tender. Cool, peel and slice thinly. Fry bacon until crisp, add onions, and cook 1 minute more. Blend in flour, salt, sugar, and pepper. Stir in vinegar and water and cook, stirring continuously, for 10 minutes. Pour over sliced potatoes and add celery seed and parsley. Serve immediately.

### ***Apple Kuchen***

1-1/2 cups all-purpose flour  
3/4 cup sugar  
2 teaspoon baking powder  
1/2 teaspoon salt  
1/4 cup cold butter, cut into small pieces  
1/2 cup whole milk  
1 egg  
3 medium Granny Smith apples, peeled and sliced thin  
Cinnamon sugar for sprinkling

### **For the Custard Cream**

1 cup heavy cream  
2 teaspoon flour  
1/2 cup sugar  
1 egg  
1 teaspoon vanilla extract  
pinch salt

### **Instructions:**

Preheat the oven to 400°F. Combine flour, sugar, baking powder, salt, in the bowl of a food processor and give it a pulse. Add the cold butter pieces and pulse to incorporate it until it becomes fine crumbs. In a small mixing bowl, whisk milk and egg well. Pour the milk mixture over the flour mixture. Pulse a few more times until it becomes wet.

Grease a 9-inch spring form pan and spread the batter on the bottom of the pan. (Optional: line the bottom of the pan with parchment for easy removal). Arrange the apple slices on top starting around the outer edges in a circle, working around until you have a spiral. Sprinkle the top of the apples with cinnamon sugar. Bake in the oven for 15 minutes.

Meanwhile, make the custard cream. In a small mixing bowl, combine 1/4 cups of cream with flour and whisk together to get rid of big lumps. Add the rest of the cream, sugar, egg, vanilla,

and salt. whisk well to mix.

Take the cake out of the oven and pour the cream mixture on top. Put the cake back in the oven and reduce the heat to 350°F. Continue to bake for 35-40 minutes. When the cake top is puffed, and the edges are deep golden and starting to separate from the pan, the cake is done. Cool in the pan for 15 minutes, then remove it from the pan and let it cool completely.

## ACTIVITIES

### ***Communicating with Gestures***

**Description:** An icebreaker to show the difficulties of communicating without spoken language.

**Objective:** To put youth at ease about being able to communicate with others and to increase their sensitivity for using and reading gestures.

**Time:** 10 - 15 minutes, depending upon the number of people involved.

**Audience:** Both youth and/or adults, 15 - 30 persons.

**Materials:** 3" x 5" cards with needs to be communicated (i.e., you are tired and want to go to bed, you are hungry, you have to go to the bathroom, you have a stomach ache); slides picturing emotions; projector and screen.

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### ***Procedure:***

- a) Played like charades.
- b) No words are to be used between youth and/or their parents. It is the decision of the group as to who presents and who receives the message while others look on and silently try to guess.
- c) The receiver can solicit hints from the audience if needed. The cards are not to be seen by the receiver.
- d) If assistance is needed by the presenter, the person in charge may give him/her some hints.
- e) Show slides depicting people showing different emotions and gestures, and have audience discuss the emotions they see on the screen.

### ***Discussion:***

1. What difficulties were encountered in this exercise? Why?
2. How can we overcome these difficulties? *By learning to "listen" to feelings and emotions as well as words.*
3. Do you think it is important to be able to communicate in other languages? Why? Why not?
4. How do you increase understanding of other cultures? *Possible responses: Movies and books written by people of that country, listening to music of that country, reading about their history and geography*
5. What is the role of language in understanding other cultures? *Possible responses: It provides insights into the culture through understanding the historical meaning of words, common phrases and expressions.*
6. Should children learn other languages in school? Why? *Possible responses: Makes them more sensitive to other cultures, increases their global awareness.*

7. Are there any immigrants from other countries living in your community? From which countries? Do they speak English? If not, how do you communicate with them
8. How can communication with these people be improved? *learn their language, teach them English...*

*Variations:* Role play first meeting with host family, boy-girl, or parent-child relationships.

### ***Finding the World in your State and Community***

*Description:* A map-searching activity to find names of places which have been borrowed from around the world.

*Objective:* Participants will learn about the influence of world cultures, geography and leaders on their state and community. Participants will learn more about state and world geography.

*Time:* 30 minutes.

*Audience:* Youth or adults, age 12 and older, any size group.

*Materials:* Each team of 2 - 4 will need:

- A state map
- Paper and pen or marker
- Globe or world map
- Device to research information - Smart phone, computer, etc.

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### *Procedure:*

- a) Divide the group into teams.
- b) Give each team the materials listed above.
- c) Allow each team 15 –20 minutes to search the state map for names of towns, roads, rivers, mountains, etc., which have been borrowed from other places in the world. They can be a city, river, mountain or person from another country. For example: Montezuma, Iowa - named for an Aztec ruler; Pisqah, Iowa - named after a mountain in the Middle East; Berne, Indiana - named after Berne, Switzerland; Johannesburg, Michigan - same as Johannesburg, South Africa; Upsala, Minnesota - named for Uppsala, Sweden.
- d) The teams should make a list of these then find the country of origin on the world map or globe or they can use the device to help them do the research too. After 20 minutes, have the teams share what they have found with each other.

### *Discussion:*

1. Were you surprised at the number of similar place names?
2. Why do some of these places have names that are like those of other countries?  
*Possible responses: People migrated here from that culture. People migrated to several*

*places from the same ethnic background. For example: Dutch people migrated to South Africa and to upper Michigan (Hence - Johannesburg). Towns were named after a person, i.e., Charleston, SC - "Charles' town;" Pittsburgh - berg or town of William Pitt. New immigrants wanted to be reminded of their homes (New York).*

3. What do place names tell us about the history of our state and nation? Our own family's history?

To increase your knowledge of world geography, hang a world map in your home or have a globe available and look up unfamiliar place names you come across. Use a county map instead of the state map for a more local study. Use encyclopedias or world almanacs to research the history behind some of the names along with devices.

### **Global Games**

#### *1) Spaghetti (also known as Human Knot)*

Ask each participant to take the hand of another person. However, no one should take the hand of the person to her/his left or right. After everyone has grasped hands, instruct the group to "untie" the Spaghetti mass without anyone letting go of another's hand.

Note: This activity works best with a group of no larger than eight people. Form several small groups if necessary.

#### *2) Global Pass*

Use an inflatable globe as a ball. Ask the group to form a circle. Explain that the globe will be tossed around the circle. Whoever catches the globe must call out the name of a country that begins with the same letter as his/her name. Most individuals will quickly discover that they must take a quick look at the globe to find additional names of countries!

## **MONTANA 4-H IS...**

4-H is a division of the Montana State University Extension cooperating with the United States Department of Agriculture and your local county government. 4-H members are those young people who participate in Extension-sponsored educational programs which are open to all youth regardless of race, creed, color, religion, sex, sexual orientation, handicap or national origin. Rural and farm youth have long enjoyed the benefits of Extension programs.

Many people think that to participate in 4-H a person must live on a farm. However, 4-H has broadened its scope over its long history and rural youth are not our only audience. In fact, 4-H is active in every city and town in Montana, and well over half of all 4-H members live in urban areas.

The mission of Montana 4-H youth programs is to educate youth and adults for living in a global world through experiential programs using the resources of the Land Grant University and the USDA.

4-H is a voluntary, informal, educational program designed to meet the needs and interests of all youth in Montana. Its purpose is to help youth develop to their full potential and to develop a positive image of themselves. Thus, 4-H is a human development program and seeks to teach five pro-social skills:

- fostering positive self-concept;
- learning decision-making and responsibility for choices;
- developing an inquiring mind;
- relating to self and others;
- acquiring a concern for communities - local and global.

The emblem of 4-H is well-known: a green four-leaf clover with a white "H" in each leaf. The letters in the emblem stand for Head, Heart, Hands, and Health. As a teacher/leader of this program, you will help your students/youth develop their:

**HEAD:** Learning to think, making decisions, understanding the "whys", gaining new and valuable insights and knowledge.

**HEART:** Being concerned with the welfare of others, accepting the responsibilities of citizenship in local and our global communities, determining values and attitudes by which to live, and learning how to work with others.

**HANDS:** Learning new skills, perfecting skills already known, developing pride in work, and respect for work accomplished.

**HEALTH:** Practicing healthful living, protecting the well-being of self and others, making constructive use of leisure time.

This four-fold development is vital to every individual. The four "H's" should become important goals for youth as they participate in 4-H sponsored activities and programs.

This guide is part of Montana 4-H's school enrichment initiative to make our educational resources available to youth and adults across Montana. As a recognized leader in curriculum development, 4-H provides a variety of opportunities to enhance and enrich school programs.

You are invited as a schoolteacher, scout leader, recreation director, church program leader or other youth leader to consider using 4-H curriculum in your youth activities. This program is just one example of the many different programs that are available through your county Extension office. We encourage you to contact your county Extension agent to find out about other 4-H programs.

### **References**

Gorham, Liz. Utah State University 4-H  
The World Around Me (1986)