

International Study Guide Series

SCOTLAND



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 almost 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 Service 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 for 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 becoming more 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 States' 4-H International Exchange Programs (S4-H) for participating state 4-H Youth Development programs. Funding for the exchange programs is provided on the state level by the Montana 4-H Foundation through private donations and contributions.

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 Matthew Hartman, 2010 IFYE Representative to Greece and Scotland. It has been produced and distributed by Montana State University Extension and the 4-H Center for Youth Development. The publication of this study guide has been made possible by Montana State University Extension and the Montana 4-H Foundation.

INTRODUCTION

This International Study Guide has been prepared as an introduction to your upcoming 4-H international experience. This guide is not intended to provide you with a complete study of the country; we've provided you only with basic information to aid in preparation of your study.

The purpose of the study guide is to supplement an international presentation given by an International 4-H Youth Exchange (IFYE) delegate in a classroom environment. The IFYE program is an in-depth cultural exchange program designed for young adults ages 19-30. These individuals live with host families during a 3-6 month exchange in one of over 30 hosting countries. Slide presentations focusing on their experiences and aspects of their host country can be fun and enlightening. They can, however, become much more educational if combined with study and activities included in this study packet.

The following material is provided in advance so classes have the opportunity to 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:

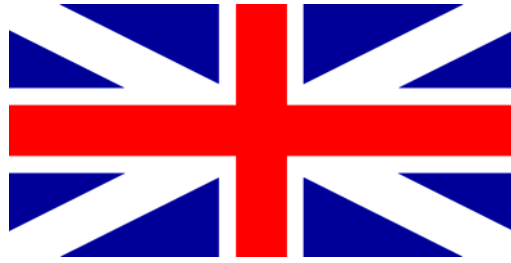
- background information and questions for thought and discussion
- pre- and post-test
- recipes and games
- additional global awareness activities
- evaluation forms (return to the local County Extension Agent)
- maps

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 members.

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.



The United Kingdom of Great Britain & Northern Ireland

NATION

LOCATION



The United Kingdom is a political union made up of four constituent countries. These constituent countries are: England, Scotland, Wales, and Northern Ireland. There are also numerous small islands in the United Kingdom, including the Shetland, Orkney, and Rockall islands. The island of Great Britain is comprised of England, Scotland, and Wales, whilst Northern Ireland occupies the northeastern part of the island of Ireland (approximately 1/6 of the island). Northern Ireland is separated from Great Britain by the Irish Sea. The nation's official name is the United Kingdom of Great Britain and Northern Ireland, however, when people refer to the country, most shorten its name to the United Kingdom, the U.K., or Britain. The United Kingdom is located in

Northwestern Europe, between the North Atlantic Ocean and the North Sea, northwest of France; separated by the English Channel.

SIZE & POPULATION

The United Kingdom is approximately 94,600 square miles, or about the same size as Oregon. On the mainland of Great Britain, when measured directly north-south, it is about 700 miles in length, and about 300 miles east-west at its widest point.

The population of the United Kingdom is roughly 60,776,238, according to a July 2007 estimate. Accounting for about 3% of the total population, Northern Ireland has approximately 1,762,511 people. In Wales, there are about 2,978,035 people, approximately 5% of the total population.

Scotland's population is approximately 5,165,980, about 8.5% of the population, and England accounts for approximately 83.5% of the population, with around 50,869,711 people.

The primary ethnic groups in the United Kingdom are: White (English 83.6%, Scottish 8.6%, Welsh 4.9%, Northern Irish 2.9%) 92.1%, Black 2%, Indian 1.8%, Pakistani 1.3%, Mixed 1.2%, and Other 1.6%.

CAPITAL

London is the capital city of England and the United Kingdom. An important settlement for around two millennia, London is one of the world's most important business and financial centers, and its influence in politics, culture, education, entertainment, media, fashion, sport, and the arts all contribute to its status as one of the key global cities.

London is the most populous city in the European Union with a population of 7.5 million and a metropolitan area population of between 12 and 14 million. Its population is very cosmopolitan, drawing from a wide range of peoples, cultures and religions; over 300 different languages are spoken in London. London is an international transport hub, with five international airports and a large sea port. It serves as the largest aviation hub in the world, and its principal airport, Heathrow, carries more international passengers than any other airport in the world.

London is a major tourist destination, with iconic landmarks including the Houses of Parliament, Big Ben, Tower Bridge, the Tower of London, Westminster Abbey, Buckingham Palace and the London Eye. In addition to these landmarks, London is home to many well-known and reputable institutions, such as the British Museum and the National Gallery.

LAND AND CLIMATE

The United Kingdom was historically known as a forested country, however since prehistoric times, due to man, much of the country has been deforested. In 1993 it was estimated that The United Kingdom's land mass is 25% arable (can be tilled) while 46% is meadow and pasture land, 12% forested, and 17% other with less than 1% in permanent crops.

The United Kingdom has a temperate climate, with plentiful rainfall all year round. The temperature varies with the seasons but seldom drops below -10°C (14.0°F) or rises above 35°C (95°F). The prevailing wind is from the southwest, bearing frequent spells of mild and wet weather from the Atlantic Ocean. Eastern parts are most sheltered from this wind and are therefore the driest. Atlantic currents, warmed by the Gulf Stream, bring mild winters, especially in the west, where winters are wet, especially over high ground. Summers are warmest in the south east of England, being closest to the European mainland, and coolest in the north. Snowfall can occur in winter and early spring, though it rarely settles to great depths away from high ground.

HISTORY

500,000 B.C.	The first people migrate from mainland Europe to Britain
6,500 B.C.	The sea rises, cutting Britain off from mainland Europe
2,000 B.C.	Stonehenge is erected
500 B.C.	The first Celts arrive from Central Europe
55 B.C.	Julius Caesar's invasion of Britain is unsuccessful
43 A.D.	The Romans invade, and Britain becomes part of the Roman Empire
401 A.D.	The Romans leave Britain, and Anglo Saxon migrants begin to move in
450-750 A.D.	Britain is divided up into 7 kingdoms by the Anglo Saxon Migrants: Northumbria, Mercia, Wessex, Essex, Sussex, and Kent
793 A.D.	First invasion of Britain by the Vikings
1016 A.D.	King Canute of Denmark captures the English Crown
1055 A.D.	Westminster Abbey is completed
1066 A.D.	The Battle of Hastings-invading Normans defeat the Saxons
1215 A.D.	The British Civil War; the Magna Carta is signed by King John
1337-1453 A.D.	The Hundred Years' War with France
1497 A.D.	John Cabot sails from Bristol and discovers North America
1534 A.D.	Henry VIII forms the "Church of England"
1600 A.D.	First British involvement with India, East India Company formed
1605 A.D.	Guy Fawkes is thwarted when he tries to blow up Parliament
1606 A.D.	The Union Flag is adopted as the national flag of the United Kingdom
1620 A.D.	The Mayflower leaves Plymouth for New England
1652 A.D.	Tea arrives in Britain
1666 A.D.	The great fire of London
1776 A.D.	America declares independence from Britain
1801 A.D.	Ireland becomes part of the United Kingdom
1825 A.D.	The world's first railway is completed, which runs between Stockton and Darlington
1840 A.D.	The first postage stamps, nicknamed 'Penny Post' come into use
1844 A.D.	Potato Famine in Ireland
1870 A.D.	The Education Act is passed, which means everyone goes to school
1914-1918 A.D.	WWI food rationing and compulsory (required) military service introduced
1937 A.D.	Sir Frank Whittle invents the Jet Engine
1939-1945 A.D.	World War II
1952 A.D.	Elizabeth II becomes Queen
1973 A.D.	Britain joins the European Union
1979 A.D.	Margaret Thatcher becomes Britain's first female Prime Minister
1994 A.D.	Channel Tunnel links Britain with the rest of continental Europe
1999 A.D.	Scottish Parliament and Welsh National Assembly formed
2003 A.D.	Britain joins the U.S. in an invasion of Iraq



NATIONAL SYMBOLS

The United Kingdom of Great Britain and Northern Ireland uses as its national flag the Royal Banner commonly known as the Union Flag or, popularly, Union Jack (although officially this title should only be given to the flag when it is flown at sea). The current design of the Union Flag dates from the union of Ireland and Great Britain in 1801. It consists of the red cross of Saint George (patron saint of England), edged in white, superimposed on the diagonal red cross of Saint Patrick (patron saint of Ireland), which are superimposed on the Saltire of Saint Andrew (patron saint of Scotland).

The national anthem of the United Kingdom is "God Save the King", with "King" replaced with "Queen" in the lyrics whenever the monarch is female. The anthem's name, however, remains "God Save the King."

The lion has been used as a symbol of the United Kingdom; one is depicted behind Britannia on the 50 pence piece and one is shown crowned on the back of the 10 pence piece. It is used as a symbol on the non-ceremonial flag of the British Army. Lions have been used as heraldic devices, including in the royal arms of the kingdoms of England, Scotland and Kingdom of Gwynedd in Wales. The lion is featured on the emblem of the England national football team, giving rise to the popular football anthem *Three Lions*, and the England national cricket team. The "three lions" on the English coat of arms were originally two leopards. An extra leopard was added by Richard the Lionheart and with the help of his name, they became known as three lions. They are now drawn to look more like lions. Leopards are traditionally depicted lying down; whereas lions were drawn standing on all fours or up on their hind legs attacking; as seen in the Scottish Lion Rampant.

GOVERNMENT

The constitutional monarchy, with Queen Elizabeth II as the Head of State, is a parliamentary system. The House of Lords (consisting of aristocrats: noblemen, life-appointees, and Church of England Bishops) has little legislative power, although it is the highest judicial body in the land. The popularly elected House of Commons is the principal law-making body. The leader of the majority party, who is appointed by the Queen as Prime Minister (currently Gordon Brown) appoints a cabinet and runs the government. Elections are held at least every five years, but may be sooner if so called by the Prime Minister.

Scotland is included in the constitutional monarchy, but maintains its own local government. This includes a separate police force and judicial system.

Northern Ireland has a Secretary of State, and House of Commons' members, although this governmental situation is very unstable. The English still rule, but the strife amongst extremist politicians has severely damaged the government structure; this insecurity continues today.

As one of five permanent members of the UN Security Council, a founding member of NATO, and of the Commonwealth, the UK pursues a global approach to foreign policy; currently, it is weighing the degree of its integration with continental Europe. A member of the European Union, it chose to remain outside the Economic and Monetary Union for the time being. Constitutional reform is also a significant issue in the UK. The Scottish Parliament, the National Assembly for Wales, and the Northern Ireland Assembly were established in 1999, but the latter is suspended due to wrangling over the peace process.

TRANSPORTATION

Travel by private car or taxi is most common in the UK. Public transportation is also well developed with an extensive rail system, buses, and a subway in London (known as the Tubes or Underground). The British drive on the left side of the road, rather than on the right. A car's steering wheel is therefore on what American's would consider the passenger side.



A radial road network of 29,145 miles of main roads is centered on London, Edinburgh and Belfast, whilst, in Great Britain, a motorway network of 2,173 miles is centered on both Birmingham and London. There are an additional 213,750 miles of paved roads. The National Rail network of 10,072 route miles in Great Britain and 189 route miles in Northern Ireland carries over 18,000 passenger and 1,000 freight trains daily. Urban rail networks are also well developed in London and several other cities. Heathrow Airport is the world's busiest international airport, and the UK has a considerable network of ports which received over 558 million tons of goods in 2003-04.

The Channel Tunnel is a 31 mile (50.5 km)-long rail tunnel beneath the English Channel at the Straits of Dover, connecting Folkestone, Kent in England to Coquelles near Calais in northern France. Completed in 1994 it is the second-longest rail tunnel in the world, with the Seikan Tunnel in Japan being longer, but the undersea section of 24 miles (39 km) is the longest undersea tunnel in the world. It is operated by Eurotunnel. Before and during construction it was widely known by the nickname Chunnel, but today it is normally known as the Channel Tunnel.

MONEY

The unit of currency of the United Kingdom is the pound sterling, divided into 100 pence (p). The bills are 5, 10, 20 and 50 pound notes. Coins are 1, 2, 5, 10, 20, and 50 p. The current exchange rate is about \$1.50 US to the pound sterling (May 8, 2008).



ECONOMY

The British economy is the home of the Anglo-Saxon model, focusing on the principles of liberalization, the free market, 'common law' relating to property, and low taxation and regulation. Based on market exchange rates, the United Kingdom is the fifth largest economy in

the world, the second largest in Europe after Germany, and the sixth-largest overall by purchasing power parity (PPP) exchange rates.

Over the past two decades, the government has greatly reduced public ownership and contained the growth of social welfare programs. Agriculture is intensive, highly mechanized, and efficient by European standards, producing about 60% of food needs with less than 2% of the labor force and contributes to around 2% of the GDP. About two thirds of production is devoted to livestock and one third to arable crops. The UK has large coal, natural gas, and oil reserves; primary energy production accounts for 10% of GDP, one of the highest shares of any industrial nation. Services, particularly banking, insurance, and business services, account by far for the largest proportion of GDP while industry continues to decline in importance.

Despite slower growth, the economy is one of the strongest in Europe; inflation, interest rates, and unemployment remain low. The relatively good economic performance complicated government efforts to make a case for Britain to join the European Economic and Monetary Union (EMU) when Tony Blair was Prime Minister. Critics point out that the economy is doing well outside of EMU, and public opinion polls show a majority of Britons are opposed to the use of the Euro. Meantime, the government has been speeding up the improvement of education, transport, and health services, at a cost of higher taxes and a widening public deficit.

GDP Composition by sector: (2006 est.)

Agriculture: 0.9%

Industry: 23.4%

Services: 75.7%

Export Commodities: manufactured goods, fuels, chemicals, food, beverages, tobacco

Import Commodities: manufactured goods, machinery, fuels, food stuffs

The average gross domestic product (GDP) per capita for the UK is \$35,000 (2007 est. US.)

LIFESTYLES

THE PEOPLE

The United Kingdom has a long and rich history, and thus the people enjoy tradition and custom more so than Americans. They often find Americans to be too casual. Cut off from the rest of Europe by the sea and secure from invasion, the British developed their own character and way of life. They came to respect privacy and to value old traditions. They developed a dry wit, a love for personal freedom, and a high degree of self-criticism. The British have shown themselves at their best—brave and united—in times of crisis. Their courage against German bombs and overwhelming odds during World War II (1939-1945) won the admiration of the world.

LANGUAGE

Though the UK does not, by law, have an official language, the predominant spoken language is English, a West Germanic language descended from Old English featuring a large number of borrowings from Old Norse and Norman. The other indigenous languages of the UK are Scots (which is closely related to English) and four Celtic languages. The latter fall into two groups: two P-Celtic languages (Welsh and Cornish); and two Q-Celtic languages (Irish and Scottish Gaelic). Celtic dialectal influences from Cumbric persisted in Northern England for centuries, most famously in a unique set of numbers used for counting sheep.

Immigrant languages are spoken by up to 10% of the UK's population. French is spoken by 2.3% of the country's population, 1.0% of Britons speak Polish (reflecting the recent mass migration to the UK), 0.9% of the UK's population speaks German and 0.8% Spanish. The majority of other foreign languages spoken in the UK originate from Europe, Asia and Africa. A large percentage of the immigrants to the UK come from Anglophone countries (such as Nigeria, Jamaica, Hong Kong and the Philippines), which is why there is not a great deal of diversity between some of the country's ethnic minority communities.

HEALTH

The United Kingdom's National Health Service provides, on the basis of taxation, free medical treatment and many other social services to the people. Only prescriptions and some dental services must be paid for by the individual. Medical facilities are advanced and life expectancy of 78.54 years is similar to that in the United States. Infant mortality is 5.08 per 1,000.

RELIGION

During the reign of King Henry VIII, England split from the Roman Catholic Church to the Anglican Church of England, which then became the official state religion. The Church of England exercised great influence over the country throughout history, but it no longer has political power. Still, the Queen is the head of the church. Most Britons retain their ties to the Church of England; there are at least 27 million Anglican in the UK. Also in the UK, there are Baptists, Congregationalists, Episcopalians, Free Presbyterians, Methodists and others. Religion is considered a very private matter by the British.

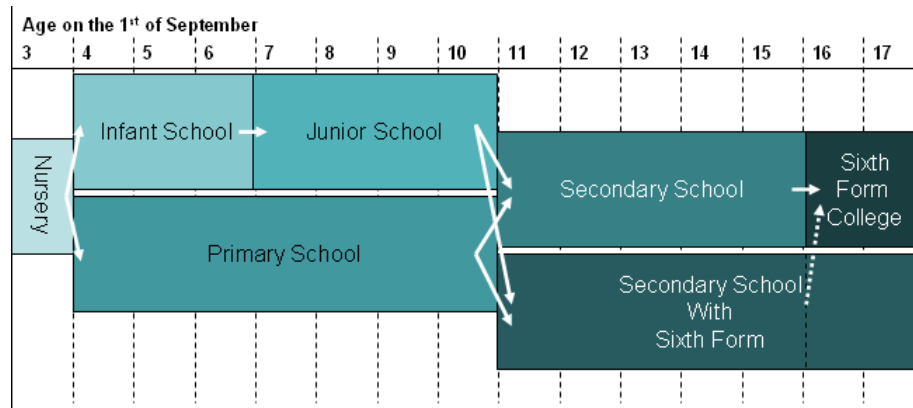
The United Kingdom is traditionally a Christian state, though of the four constituent countries, only England still has a state faith in the form of an established church. Christianity is the majority religion, and a wide variety of Christian churches, denominations, and sects exists.

Apart from a period of expulsion between 1290 and 1656, there has been a Jewish minority in the United Kingdom for many centuries.

During the 20th century, many other religions have established a presence, mainly through immigration, though also partly through the attraction of converts. Those religions with the most adherents are Hinduism, Sikhism, and various forms of Islam (mainly among immigrants from southern Asia). Other minority faiths include Buddhism, the Baha'i Faith, and Rastafarianism. There are also small neo-pagan groups, and various organizations which actively promote rationalism and secularism.

EDUCATION

The UK's education system has produced a 99 percent literacy rate. A large portion of tax revenues are spent on education needs. Schooling is free and compulsory between the ages of 5 and 16. Welsh and English systems are similar. At the age of sixteen, students take an exam to



earn the General Certificate of Secondary Education (GCSE's).

The sixth form, in the English, Welsh and Northern Irish education systems is the term used to refer to the final (optional) two years of secondary schooling (when students are

about sixteen to eighteen years of age), during which students normally prepare for their GCE A-level examinations. The term is used to describe the final two years spent in a secondary school as opposed to a college (UK use) where students start at age sixteen after leaving secondary school.

At eighteen, students may take an entrance exam for college-General Certificate of Education (A Levels). Students may then choose to apply to attend University or "Uni." It is very common for students to take a gap year in between secondary school and University (college, USA use).

CULTURE

VISITING

It is common courtesy to telephone ahead before visiting someone. When visiting, flowers or chocolates are suitable gifts to present to the lady of the house on arrival. Gifts are usually opened immediately in the giver's presence. It is polite to send a thank you note after a dinner appointment. Good manners are expected of visitors. Discussion is enjoyed on a wide variety of topics, usually with a meal or tea. When using someone's phone, it is courteous to offer to pay, as even local calls are billed separately.

EATING

The continental style, with fork in the left hand and the knife in the right, is practiced in most of the UK. Proper manners are a must, and loud boisterous behavior should be avoided. Many times dinner plates will be served out of the kitchen; whereas when a family is alone they may place dishes in the middle of the table and family members will help themselves. At restaurants, waiters are summoned usually with a simple raised hand. Gratuities are expected between 10 and 15 percent.

Breakfast is typically eaten around 9am often after the morning jobs or chores have been completed. Dinner or the main meal of the day is typically eaten around 1pm. Tea is eaten at approximately 5pm and could be compared to our supper. This meal is lighter than the mid day meal. Typically, every meal is accompanied with tea which is most commonly served with milk.

COURTESIES

Excessive hand gestures should not be used when speaking, and conversely, it is considered rude to have one's hands in one's pockets or to shuffle the feet. Crossing the legs at the knees is more polite than placing the ankle of one leg in the knee of the other. Especially the English appreciate a good distance between participants when meeting; touching (backslapping or putting an arm around the shoulders) is avoided with new acquaintances. It is polite for a man to give up his seat on public transportation to a woman.

When visiting someone or receiving guests, tea is served as a rule or offered out of hospitality. Tea is generally served with biscuits (cookies), cakes or buns (scones or bars).



Scotland

NATION

LOCATION

Scotland comprises the northern third of the island of Great Britain, which lies off the northwest coast of Continental Europe. The Atlantic Ocean borders the west coast and the North Sea is to the east. The island of Ireland lies only 20 miles from the southwestern peninsula of Kintyre; Norway is 190 miles to the east and the Faroes, 168 miles to the north. The geographical centre of Scotland lies a few miles from the village of Newtonmore in Badenoch.

The territorial extent of Scotland is generally that established by the 1237 Treaty of York between Scotland and England and the 1266 Treaty of Perth between Scotland and Norway. Important exceptions include the Isle of Man, which having been lost to England in the 14th century is now a crown dependency outside of the United Kingdom; the island groups Orkney and Shetland, which were acquired from Norway in 1472; and Berwick-upon-Tweed, lost to England in 1482.

SIZE & POPULATION

Scotland is approximately 30,414 miles squared. This is about the same size as the state of Maine. Scotland's only land border is with England, and runs for 60 miles between the basin of the River Tweed on the east coast and the Solway Firth in the west.

The population of Scotland, according to a July 2007 estimate is about 5,165,980. This is an increase of approximately 104,000 since mid 2002.

The ethnic group breakdown in Scotland is as follows: Scots 88.09%, other white British 7.38%, any other white background 1.54%, white Irish .98%, Pakistani .63%, Chinese .32%, Indian .30%, Mixed .25%, Other .19%, other South Asian .12%, African .10%, Bangladeshi .04%, Black .02%.

Approximately 99% of the Scottish population is literate (defined as ages 15 and older being able to read and write), whilst 95% of Scottish higher education students study in Universities in Scotland.

CAPITAL

Edinburgh is the capital of Scotland, its second largest city after Glasgow which is situated

45 miles to the west, and one of Scotland's 32 local government council areas.

Located in the south-east of Scotland, Edinburgh lies on the east coast of Scotland's Central Belt, along the Firth of Forth, near the North Sea. Owing to its rugged setting and vast collection of Medieval and Georgian architecture, including numerous stone tenements, it is often considered one of the most picturesque cities in Europe.

It has been the capital of Scotland since 1437 (replacing Scone) and is the seat of the Scottish Parliament. The city was one of the major centers of the Enlightenment, led by the University of Edinburgh, earning it the nickname *Athens of the North*. The Old Town and New Town districts of Edinburgh were listed as a UNESCO World Heritage Site in 1995. There are over 4,500 listed buildings within the city. In the census of 2001, Edinburgh had a total resident population of 448,624.

Edinburgh is well-known for the annual Edinburgh Festival, a collection of official and independent festivals held annually over about four weeks from early August. The number of visitors attracted to Edinburgh for the Festival is roughly equal to the settled population of the city. The most famous of these events are the Edinburgh Fringe (the largest performing arts festival in the world), the Edinburgh International Festival, the Edinburgh Military Tattoo, the Edinburgh International Film Festival, and the Edinburgh International Book Festival.

LAND AND CLIMATE

The whole of Scotland was covered by ice sheets during the Pleistocene ice ages and the landscape is much affected by glaciation. From a geological perspective the country has three



main sub-divisions. The Highlands and Islands lie to the north and west of the Highland Boundary Fault, which runs from Arran to Stonehaven. This part of Scotland largely comprises ancient rocks from the Cambrian and Precambrian periods, which were uplifted during the later Caledonian Orogeny. It is interspersed with igneous intrusions of a more recent age, the remnants of which have formed mountain massifs such as the Cairngorms and Skye Cuillins. A significant exception to the above are the fossil-bearing beds of Old Red Sandstones found principally along the Moray Firth coast. The Highlands are generally mountainous and the highest elevations in the British Isles are found here, including Ben Nevis, which reaches 4,409 ft. Scotland has over 790 islands, divided into four main

groups: Shetland, Orkney, and the Inner Hebrides and Outer Hebrides. There are numerous bodies of freshwater including Loch Lomond and Loch Ness. Some parts of the coastline consist of machair, a low lying dune pasture land.

The Central Lowlands is a rift valley mainly comprising Paleozoic formations. Many of these sediments have economic significance for it is here that the coal and iron bearing rocks that fuelled Scotland's industrial revolution are to be found. This area has also experienced intense volcanism, Arthur's Seat in Edinburgh being the remnant of a once much larger volcano. This

area is relatively low-lying, although even here hills such as the Ochils and Campsie Fells are rarely far from view.

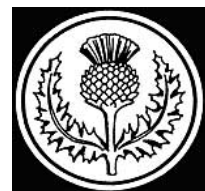
The Southern Uplands are a range of hills almost 125 miles long, interspersed with broad valleys. They lie south of a second fault line running from Stranraer towards Dunbar. The geological foundations largely comprise Silurian deposits laid down some 400–500 million years ago.

Scotland's granite Highlands are famous for their rugged mountains, green valleys, deep blue lakes and bays (called *lochs*) and offshore islands. There are approximately 790 islands off the shores of Scotland. The fertile agricultural land lies off the east and in the southern border regions. The climate of Scotland is temperate and oceanic, and tends to be very changeable. It is warmed by the Gulf Stream from the Atlantic, and as such is much warmer than areas on similar latitudes, for example Oslo, Norway. However, temperatures are generally lower than in the rest of the UK, with the coldest ever Scotland temperature of -17.0 °F recorded at Braemar in the Grampian Mountains, on 11 February 1895 and 10 January 1982 and also at Altnaharra, Highland, on 30 December 1995. Winter maximums average 42.8 °F in the lowlands, with summer maximums averaging 64.4 °F. The highest temperature recorded was 91.2 °F at Greycrook, Scottish Borders on August 9, 2003.

Generally, western Scotland is warmer than the east because of the influence of the Atlantic Ocean currents and the colder surface temperatures of the North Sea. Tiree, in the Inner Hebrides, is the sunniest place in Scotland: it had 300 days with sunshine in 1975. Rainfall varies widely across Scotland. The western highlands of Scotland are the wettest place, with annual rainfall exceeding 120 inches. In comparison, much of lowland Scotland receives less than 31 inches annually. Heavy snowfall is not common in the lowlands, but becomes more common with altitude. Braemar experiences an average of 59 snow days per year, while coastal areas have an average of fewer than 10 days.

NATIONAL SYMBOLS

The Flag of Scotland, known as the Saltire or St. Andrew's Cross, dates (at least in legend) from the 9th century, and is thus the oldest national flag still in use. The Saltire now also forms part of the design of the Union Flag. There are numerous other symbols and symbolic artifacts, both official and unofficial, including the thistle, the nation's floral emblem, the 1320 statement of political independence the Declaration of Arbroath, the textile pattern tartan that often signifies a particular Scottish clan, and the Lion Rampant flag.



Flower of Scotland is popularly held to be the National Anthem of Scotland, and is played at events such as football or rugby matches involving the Scotland national team. However, since devolution, more serious discussion of the issue has led to this being disputed. Other candidates include *Highland Cathedral*, *Scotland the Brave* and *A Man's A Man for A' That*.

St Andrew's Day, 30 November, is the national day, although Burns' Night tends to be more widely observed. Tartan Day is a recent innovation from Canada. In 2006, the Scottish

Parliament passed the St. Andrew's Day Bank Holiday (Scotland) Act 2007, designating the day to be an official bank holiday.

GOVERNMENT

The Scottish Parliament is the national governing body of Scotland. It is located in the Holyrood area of Edinburgh, the capital city. The body of the Scottish Parliament is formed by 129 democratically elected members. The members of the Scottish Parliament, or MSPs, are elected for four year terms. The last general election for the Parliament was held May 3, 2007. The original Scottish Parliament was the national legislature of the Kingdom of Scotland. It was in existence from the early 13th Century until the Kingdom of Scotland merged with the Kingdom of England in 1707. The Parliament of Scotland merged with that of England and became the Parliament of Great Britain, which was located at Westminster in London.

In 1997, the people of Scotland gave their consent to reform their own Parliament, so the current Parliament was formed by the Scotland Act 1998. This act states that Parliament's power in Scotland is that of a devolved legislature. This means there are some powers that are 'reserved' only for the Parliament of the United Kingdom to make. The Parliament of the United Kingdom has retained its ability to amend the terms of the Scottish Parliament at any time.

LIFESTYLES

PEOPLE

The Scottish people (Scottish Gaelic: Albannaich (plural) are a nation and an ethnic group indigenous to Scotland. As an ethnic group, they are a composition of groups such as the Picts, Gaels, Brythons, Angles, and Norse.

In modern use, "Scottish people" or "Scots" refers to anyone born or living in Scotland. In another sense, it applies to people who are descended from the Scots and who identify ethnically as Scottish. While the Latin word *Scoti* originally applied to a particular, 5th century, Gaelic tribe that inhabited areas in the north of Ireland and western Scotland, the term *Scots* is now used to describe all Scottish people. Though usually considered archaic or pejorative, the term *Scotch* has also been used for the Scottish people, but this use has been primarily by people outside of Scotland.

There are people of Scottish descent in many countries other than Scotland. Emigration, influenced by factors such as the Highland and Lowland Clearances, and the formation of the British Empire, has resulted in Scottish people being found throughout the world. Large populations of Scottish people settled the new-world lands of North and South America, Australia and New Zealand, with a large Scottish presence being particularly noticeable in Canada. They took with them their Scottish languages and culture.

LANGUAGE

Historically, Scottish people have spoken many different languages and dialects. The Pictish language, Norse, Norman-French and Brythonic languages have been spoken by descendants of Scottish people. However, none of these are in use today. The remaining three major languages of the Scottish people are English, Lowland Scots (various dialects) and Gaelic. Of these three, English is the most common form as a first language. There are some other minority languages of the Scottish people, such as Spanish, used by the population of Scots in Argentina. The Norn language was spoken in the Northern Isles into the early modern period — the current dialects of Shetlandic and Orcadian are heavily influenced by it, to this day.

RELIGION

In 563, Saint Columba left Ireland with twelve companions and founded a church on the small island of Iona. This became the central hub of Christianity in the Highlands of Scotland. Throughout the Middle Ages, Scotland remained Roman Catholic.

Lutheran ideas were introduced to Scotland in the 16th century. This was the Scottish Reformation. Bolstered by reformers such as John Knox, the Reformed Church became the established church in Scotland with an act of 1560. This developed into the Presbyterian church.

Religious ideology was to be a driving force throughout the 17th century. The Covenanters were to play an important role in the wars and in the later reinstatement of Charles II. Though Charles then turned persecutor, trying to stamp out the Covenanters.

The 18th century would again see religion of the Scottish people used in war, in the Jacobite uprisings of 1715 and 1745. While common modern perception was of a war between Scots and English people, it was more accurately between Protestants and Catholics. Lowland Scots tended to support the Protestant, Hanoverian King's red coats while Catholics, and mainly Highlanders, stood with the Catholic Jacobites.

The modern people of Scotland remain a mix of different religions. The Protestant and Catholic divisions still remain in the society. Immigration of new people to Scotland has led to the establishment of new religions. Scotland has populations of Jews, Hindus, Muslims, Buddhists and other faiths; however, the largest church remains the national Church of Scotland.

CULTURE

CUISINE

Scotland's natural larder of game, dairy, fish, fruit, and vegetables is the integral factor in traditional Scots cooking, with a high reliance on simplicity and a lack of spices from abroad, which were often very expensive. While many inveterate dishes such as Scotch broth can be considered healthy, many common dishes are rich in fat; which contributes to the high rates of

heart disease and obesity in the country. In recent times greater importance has been placed on the consumption of fresh fruit and vegetables, but many Scots, particularly those of low incomes, continue to have extremely poor diets, which contributes to Scotland's relatively high mortality rate from coronary heart diseases.

Although the Deep fried Mars bar is jokingly said to exemplify the modern Scottish diet, Scottish cuisine offers such traditional dishes as haggis, Buccleuch Scotch beef, the Arbroath Smokie, salmon, venison, cranachan, bannock, Scotch Broth and shortbread.

Pre and Post Test Answers: 1-a, 2-c, 3-d, 4-d, 5-c, 6-b, 7-d, 8-a, 9-d, 10-c

PRE AND POST TEST ON SCOTLAND

1. Scotland is a country located on which continent?
 - a. Europe
 - b. Asia
 - c. South American
 - d. Africa

2. Great Britain is comprised of which countries?
 - a. Scotland, North Ireland, Wales
 - b. North Ireland, Scotland, England
 - c. Wales, England, Scotland
 - d. England, Wales, North Ireland

3. What is the name given to the currency in Scotland?
 - a. Euro
 - b. Dollar
 - c. Franc
 - d. Pound Sterling

4. What is the typical mode of transportation in the United Kingdom?
 - a. Private Automobiles
 - b. Tube
 - c. Taxis
 - d. All of the above

5. What is the capital of Scotland?
 - a. Aberdeen
 - b. Glasgow
 - c. Edinburgh
 - d. Inverness

6. Which of the following bodies of water does NOT border Scotland?
 - a. Atlantic Ocean
 - b. English Channel
 - c. North Sea
 - d. Irish Sea

7. What are the two predominant religions of Scotland?
 - a. Roman Catholic and Jewish
 - b. Protestant and Lutheran
 - c. Lutheran and Roman Catholic
 - d. Protestant and Roman Catholic

8. What form of ruling government is found in Scotland?
 - a. Constitutional Monarchy
 - b. Decentralized Democracy
 - c. Socialist
 - d. Monarchy

9. To which countries did the Scottish people emigrate?
 - a. United States
 - b. Australia
 - c. Canada
 - d. All of the above

10. Scotland can be divided into geological regions. What are they?
 - a. North, Central, South
 - b. Northern Uplands, Central Lowlands, Southern Grasslands
 - c. Northern Highlands, Central Lowlands, Southern Uplands
 - d. Northern Highlands, Central Marshlands, Southern Uplands

RECIPES

SCOTCH BROTH

1 lb. mutton	10 cups cold water	1 tsp salt
¼ tsp pepper	1/8 cup pearl barley	3 onions
3 leeks	1 grated carrot	4 tbsp chopped kale

Method:

Wipe the meat with a clean, damp cloth, then place (without removing the bones) in a large saucepan and add the water, seasonings and barley. Halve and slice the onions and leeks, add to the soup and simmer gently for about 1 hour.

The mutton can be taken out in one piece, if wished, and served as a separate course. It can also be diced and returned to the soup. If serving with the soup, skim the excess grease from the top, add the grated carrot and kale, simmering for a further-10 minutes before serving.

OATCAKES

1 cup fine oatmeal	½ tsp baking soda	pinch of salt
2 tbsp bacon fat (melted butter)	5 oz. hot water	extra oatmeal for rolling

Method:

Set the oven to 375F or heat a griddle or heavy frying-pan. Mix the oatmeal, the baking soda and salt together in a bowl. Add the melted fat and the hot water. Stir well until it makes a soft paste. Sprinkle some oatmeal on a board. Form the dough into a round and roll it out as thinly as possible, adding oatmeal to the surface as necessary, to prevent sticking. Brush off the

excess oatmeal. Cut the dough into 4 or 6 pieces.

To oven bake; place on a large baking sheet. Bake for 15-20 minutes. To griddle bake; bake on a hot griddle or frying-pan until the edges begin to curl. Turn over and cook the other side. Do not let the oatcakes brown; they should be a pale fawn color. Put on a wire rack to cool. They are delicious served with cheese. **Note:** To test the correct heat of the griddle, sprinkle it with a little flour. If the flour browns at once it is too hot; it should take a few seconds to turn color.

SHORTBREAD

½ cup sugar

1 cup butter

1 ½ cups flour

Method: Sift the flour and sugar, then rub in the butter - be careful not to rub too much or the mixture will not be short. Work the mixture, which should be crumbly, into a ball. Butter/grease a baking tray and then spread in the mixture. Bake in a pre-heated oven (gas mark 4, 190°C, 375°F) for roughly 25 minutes or until a light golden brown. Remove from oven, let it cool for a couple of minutes and cut into squares. Sprinkle with castor sugar.

GAMES

FROG IN THE MIDDLE

One child is seated on the ground with his legs under him; the other players form a ring round. They then pull or buffet the centre child or Frog, who tries to catch one of them without rising from the floor. The child who is caught takes the place of the center child. Another method of playing the game is similar to "Bull in the Park." The child in the center tries to break out of the ring, those forming it keeping the Frog in the ring by any means in their power, while still keeping their hands clasped. They sometimes sing or say—

Hey! hey! hi! Frog in the middle and there shall lie;

He can't get out and he shan't get out—hey! hey ! hi!

They dance round when saying this, all keeping a watch on the Frog, who suddenly makes a rush, and tries to break through the ring.

KING CAESAR

One player is chosen to be King Caesar by lot or naming. All the others stand in two rows, one row at each end of the ground. A line is drawn on the ground in front of them to mark "dens." All the players must keep within this line. King Caesar stands in the middle of the ground. Any number of the players can then rush across the ground from one den to another. King Caesar tries to catch one as they run. When he catches a boy he must count from one to ten in succession before he leaves hold of the boy, that boy in the meantime trying to get away. If King Caesar succeeds in holding a boy, this boy stays in the centre with him and assists in catching the other players (always counting ten before a captive is secured). The dens must always be occupied by some players. If all the players get into one den, King Caesar can go into the empty den and say, "Crown the base, one, two, three," three times before any of the other players get across to that den. If he succeeds in doing this, he can select a boy to run across from one den to the other, which that boy must do, King Caesar trying to catch him. Other and

bigger boys can help this one to get across, to save him from being captured, either by carrying him or running across with him. The game ends when all have been captured and are in the center. King Caesar and the other captured boys can leave the center if they each successively catch three players.

SQUEAK PIGGY SQUEAK

Squeak piggy squeak is a good game for excitable children.

Simple premise: one person is blindfolded. Everyone else sits on the floor, or on chairs, in a circle. The blindfolded person is spun around until disorientated, and then has to find a lap to sit on. Once perched on the lap, they shout "squeak piggy squeak!" and the sat-upon person must oink, squeak or squeal. The blindfolded "it" must attempt to recognize the squeaker from the squeak. If successful, they change places. If not, off they go again, to find a more identifiable squeaker. It is, of course, permissible to distract the blindfolded lap-sitter by poking them in the ribs or tickling them.

GLOBAL AWARENESS ACTIVITY

Purpose: To clarify students' understanding of countries and cultures of the world through their knowledge of geography.

Ages: Most suited for older students who have studied world geography.

Time: Approximately 30 minutes

Materials: Newsprint and markers; world map or globe

DESCRIPTION OF ACTIVITY

- a) Divide the class into small groups of 4-6 students.
- b) Give each group a sheet of newsprint and markers, assigning each a continent.
- c) Tell groups to put as much information on the maps as possible: countries, rivers, oceans, mountains, deserts, natural resources, industries, customs, foods, and include information about current events and political leaders' names related to the continent or countries.
- d) Give one minute notice before the end of the drawing time (10-15 minutes, depending on the group needs).
- e) Have one person from each group explain their map or allow groups to move around the room to look at other maps.
- f) Have a world map available at this time.
- g) Discussion of experience to follow – optional points to emphasize:
 - This exercise shows how much we know and don't know about the world we live in
 - Why were some countries left out?
 - Do current news stories influence the maps? Does a person's awareness of the shape of the county reveal that person's awareness of the shape of the culture?
 - What stereotypes exist about a country's culture? Are these accurate?
 - No one leaves out a country he or she has visited.
 - If assigned to draw a world map one usually puts his/her country in the middle.

- Adaptability of exercise to: world map, country map, state map, county map.
- What do students plan to do as a result of what they learned in this exercise?
- Expand activity by supplying background information on the country/countries providing international music, foods, games or speakers.

PLANNING A TRIP

- Purpose:** Students will develop a better understanding of another country while improving skills in planning and organization. It could be used to help young people understand what an international guest will experience when visiting the U.S.
- Ages:** All ages
- Time:** The length of the activity can be adapted to best fit class needs.
- Materials:** Minimal – described below

DESCRIPTION OF ACTIVITY

- Students will choose a country to visit. This country may be correlated with a talk from a guest speaker or a visit from an international exchange guest.
- Students will want to gather information on many aspects of their imaginary trip, possibly including:
 - Destination/location/longitude/latitude
 - Date of departure/date of return
 - Air transportation needed (cost of round-trip fare/domestic and international)
 - Time of departure/arrival (am or pm) accounting for time zone changes
 - After consulting a globe, list the countries and oceans flown over
 - Types of clothing needed (give the season; watch the season reversal when traveling to the southern hemisphere)
 - Passport – how to secure a passport and items needed to complete an application
 - Visa – is a visa (government approval for a special visit and specified time) needed?
 - Are special vaccinations required?
 - Money – name of currency and current exchange rate (U.S. dollar = ?)
 - Tourist attractions or national sites to see
 - Are there any national holidays that occur during your visit?
 - What is the language? How are common courtesies said, such as hello, thank you, please, goodbye, etc.?
- Students may want to visit with a travel agent or other traveler. A field trip to the travel agency could be planned.
- A collection/booklet could be made of pictures of items such as stamps, coins, and currency, maps, interesting and unusual artifacts or sights one might see while traveling through the country.

MONTANA 4-H IS...

4-H is a division of the Montana State University Extension Service cooperating with the United States Department of Agriculture and your local county government. 4-H members are those boys and girls who participate in Extension-sponsored educational programs that are open to all youth regardless of race, creed, color, sex, handicap or national origin. Rural and farm youngsters have long enjoyed the benefits of Extension programs. Most people think that to participate in 4-H a member 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 U.S.D.A. Cooperative Extension Service's programming. Staff is mandated to serve all youth in Montana.

4-H is a voluntary, informal educational program designed to meet the needs and interests of all boys and girls 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 youngsters develop their:

HEAD: Learning to think, make decisions, understand 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. All four of the “H’s” should become an important part of the goals members identify as they participate in 4-H sponsored activities and programs.

The program you are about to participate in is a part of Montana 4-H’s School Enrichment Program. The purpose of school enrichment programs is to make our educational resources available to youth and adults all across Montana. As a recognized leader in curriculum development, 4-H is able to provide a variety of programs that can enhance and enrich school programs.

You are invited to consider 4-H School Enrichment programs for part of your curriculum and youth activities. This program is just one example of the many different kinds of programs that are available through your local County Extension Office. We encourage you to contact your local Montana State University County Extension Agent to find out about the other programs 4-H can offer.

Beaverhead	Dillon	683-3785	Mineral	Superior	822-3545
Bighorn	Hardin	665-9770	Missoula	Missoula	258-4200
Blackfeet Res	Browning	338-2650	Musselshell	Roundup	323-2704
Blaine	Chinook	357-3200	Northern Chey	Lame Deer	477-6498
Broadwater	Townsend	266-9242	Park	Livingston	222-4156
Carbon	Joilet	962-3522	Phillips	Malta	654-2543
Cascade	Great Falls	454-6980	Pondera	Conrad	271-4054
Chouteau	Fort Benton	622-3751	Powder River	Broadus	436-2424
Custer	Miles City	874-330	Powell	Deer Lodge	846-3680
Daniels	Scobey	487-2861	Prairie	Terry	635-2121
Dawson	Glendive	377-4277	Ravalli	Hamilton	375-6611
Deer Lodge	Anaconda	563-4035	Richland	Sidney	433-1206
Fallon-Carter	Baker	778-7110	Roosevelt	Culbertson	787-5312
Fergus	Lewistown	535-3919	Rosebud-Treas	Forsyth	346-7320
Flathead	Kalispell	758-5553	Sanders	Thompson Falls	827-6934
Flathead Res	Pablo	675-2700	Sheridan	Plentywood	765-3406
Fort Belknap Res	Harlem	353-2205	Meagher	White Sulphur	547-3612
Fort Peck Res	Poplar	768-3025	Silver Bow	Butte	723-0217
Gallatin	Belgrade	388-3213	Stillwater	Columbus	322-8035
Garfield	Jordan	557-2770	Sweet Grass	Big Timber	932-5146
Glacier	Cut Bank	873-2239	Teton	Choteau	466-2491
Granite	Philipsburg	859-3304	Toole	Shelby	424-8350
Hill	Havre	265-5481	Valley	Glasgow	228-6241
Judith Basin	Stanford	566-2277	Wheatland	Harlowton	632-4728
Lake	Ronan	676-4271	Wibaux	Wibaux	796-2486
Lewis and Clark	Helena	447-8346	Yellowstone	Billings	256-2828
Liberty	Chester	759-5625			
Lincoln	Eureka	296-9019			
Madison-Jefferson	Whitehall	287-3282			
McCone	Circle	485-2605			