

# Historic Huntley | Huntley Meadows Park

## Citizenship in the World

- This program lasts 5 hours.
- In class covers requirements 1,2, 4a & c, 5, 6.
- **Prework covers requirements 3 & 7.**
- Please bring your **authorized blue card**, snack, drink, and merit badge workbook.

Important information about how to prepare for a merit badge program at Huntley Meadows Park.

Parents, please review the content of a merit badge prior to registering your scout: some badges may be challenging for younger scouts. Also, the class discussions are more interesting if scouts review *all* the requirements for the badge before the program. The chances of your scout completing all the work for the badge increases dramatically when he is properly motivated and the badge content is age-appropriate.

Merit badges are not designed to be completed in a day and require independent work on the part of the scout outside of the workshop. We call this PREWORK. We suggest this is done prior to the badge program date, but we realize this is not always practical or possible, in these cases we will sign partial cards and accept the assignments after the program.

Also, our policy, in compliance with scouting policies, is that the program should have 2 or more adults present. *Please consider attending the program with your scout.* There is never a fee for adults and you are sure to learn something. Also, the instructor will be able to concentrate more fully on the task of imparting all the required information and assisting the boys individually if necessary, while other adults keep the atmosphere calm and productive.

Merit badge programs can be from 3 to 5 hours long, so be sure to pack a snack and water for your scout and that he is dressed appropriately for being outdoors for some or all of the program.

Though not required, Scout workbooks are very useful and we prefer that scouts use the workbook during the program. Workbooks can be found at: [http://meritbadge.org/wiki/index.php/Merit\\_Badge\\_Worksheets](http://meritbadge.org/wiki/index.php/Merit_Badge_Worksheets) .

About blue cards: WE DO NOT HAVE BLUE CARDS. Please bring an *authorized* blue card with you to the program. Your troop scout master should be consulted prior to attending any merit badge program and he or she will sign the front of the card. When the badge is completed the unit leader will again sign the applicant's record portion of the card.

The following is what we will be doing during the Citizenship in the World badge, if it is in **RED it is prework!**

## Requirements

1. Explain what citizenship in the world means to you and what you think it takes to be a good world citizen.
2. Explain how one becomes a citizen in the United States, and explain the rights, duties, and obligations of U.S. citizenship. Discuss the similarities and differences between the rights, duties, and obligations of U.S. citizens and the citizens of two other countries.

3. Do the following:

- a. **Pick a current world event. In relation to this current event, discuss with your counselor how a country's national interest, history, and its relationship with other countries might affect areas such as its security, its economy, its values, and the health of its citizens.**

This is a challenging question, especially for the younger scouts who comprise most of our classes.

1) CLEARLY STATE YOUR CURRENT WORLD EVENT;

2) CLEARLY STATE YOUR COUNTRY;

**3) DESCRIBE HOW THE TOPIC RELATES TO THE COUNTRY'S HISTORY, AND ITS RELATIONSHIP WITH OTHER COUNTRIES** (this can include trade). YOU CAN ALSO DISCUSS NATIONAL INTEREST HERE, BUT IT IS ALSO OKAY TO DISCUSS NATIONAL INTEREST IN RELATION TO #4;

4) TELL HOW THIS AFFECTS AT LEAST TWO AREAS. The requirement lists four areas: security, economy, values, and health. You can chose any two of these and/or you can choose areas not listed. **The requirement says "such as," so the four areas listed are meant as examples.** The education system, family structure, space exploration, or traditional culture, are some other examples you can chose from. You can also focus on a particular aspect of the economy such as agriculture, manufacturing, or trade. Chose areas that are related to the current world event. Use them in your search for materials (eg China and global warming and health).

For further help for 3a and b please see below.

- b. **Select a foreign country and discuss with your counselor how its geography, natural resources, and climate influence its economy and its global partnerships with other countries.**

The point of this requirement is to see how geography and climate, and natural resources shape a county's economy and relationships with other countries. Examples of global relations with other countries can include trade, war, alliances, and immigration. Please look up the terms "import," "export" and "production" if you are uncertain about what they mean.

TO ANSWER:

1) CLEARLY STATE THE COUNTRY;

2) TELL HOW ITS GEOGRAPHY and, or CLIMATE AFFECTS ITS ECONOMY AND GLOBAL PARTNERSHIPS WITH OTHER COUNTRIES;

3) TELL HOW ITS NATURAL RESORUCES AFFECTS ITS ECONOMY AND GLOBAL PARTNERSHIPS;

For further help for 3a and b please see below.

4. Do TWO of the following:

- a. Explain international law and how it differs from national law. Explain the role of international law and how international law can be used as a tool for conflict resolution.

- b. **Using resources such as major daily newspapers, the Internet (with your parent's permission), and news magazines, observe a current issue that involves international trade, foreign exchange, balance of payments, tariffs, and free trade. Explain what you have learned. Include in your discussion an explanation of why countries must cooperate in order for world trade and global competition to thrive.**

- c. Select TWO of the following organizations and describe their role in the world.

1. The United Nations
2. The World Court
3. World Organization of the Scout Movement

4. The World Health Organization
5. Amnesty International
6. The International Committee of the Red Cross
7. CARE

5. Do the following:

- a. Discuss the differences between constitutional and non-constitutional governments.
- b. Name at least five different types of governments currently in power in the world.
- c. Show on a world map countries that use each of these five different forms of government.

6. Do the following:

- a. Explain how a government is represented abroad and how the United States government is accredited to international organizations.
  
- b. Describe the roles of the following in the conduct of foreign relations.
  1. Ambassador
  2. Consul
  3. Bureau of International Information Programs
  4. Agency for International Development
  5. United States and Foreign Commercial Service
  
- c. Explain the purpose of a passport and visa for international travel.

7. **Do TWO of the following (with your parent's permission) and share with your counselor what you have learned:**

- a. Visit the website of the U.S. State Department. Learn more about an issue you find interesting that is discussed on this website.  
Note this **doesn't have to be about a current event in the news and "issues" is broadly defined, eg you might be interested in the youth education programs the State Department is involved with and that are shown on their website: <http://www.state.gov/youthandeducation/>.**

TO ANSWER: PLEASE PROVIDE YOUR CONSELOR WITH

1) A STATEMENT OF YOUR ISSUE OF INTEREST;

2) A SUMMARY OF WHAT YOU LEARNED ABOUT THE ISSUE EITHER ON THE STATE DEPARTMENT WEBSITE or FROM OTHER SOURCES

- b. Visit the website of an international news organization or foreign government, OR examine a foreign newspaper available at your local library, bookstore, or newsstand. Find a news story about a human right realized in the United States that is not recognized in another country.

TO ANSWER: PLEASE PROVIDE YOUR CONSELOR WITH

1) YOUR SOURCE WEBSITE or NEWSPAPER

2) CLEARLY STATE WHAT YOU BELIEVE IS THE HUMAN RIGHT THAT IS RECOGNIZED IN THE US AND IS NOT BEING RECOGNIZED BY THE OTHER COUNTRY (Since the question is about rights recognized in the US, most of these rights will be found in the US Bill of Rights.)

- c. Visit with a student or Scout from another country and discuss the typical values, holidays, ethnic foods, and traditions practiced or enjoyed there.

TO ANSWER: PLEASE PROVIDE THE NAME OF THE COUNTRY YOUR FRIEND IS FROM IN ADDITION TO A DISCUSSION OF THE VALUES (another name for beliefs), HOLIDAYS, FOODS, & TRADITIONS.

- d. *Attend a world Scout jamboree.*

TO ANSWER: PLEASE WRITE A BRIEF PARAGRAPH DESCRIBING THE EVENT.

- e. *Participate in or attend an international event in your area, such as an ethnic festival, concert, or play.*

TO ANSWER: PLEASE WRITE A BRIEF PARAGRAPH DESCRIBING THE EVENT.

#### **FURTHER HELP ON 3A and 3B:**

##### **Some helpful definitions from the Scout pamphlet for 3A:**

Nations have public and national interests. Public (domestic) interests are internal concerns—such as education, health care, and taxation. **National (foreign) interests** refer to those issues that affect relations beyond a country's borders. These goals—such as military actions, expansion of international trade, and humanitarian efforts—are shaped through foreign policy.

The concept of **national interest** is based on the idea that the government will protect its citizens, property, and boundaries against infringement, or trespass, by any other nation. **The key areas of national interest are national security, economic welfare, and national values.**

**National values** are based on a nation's traditional beliefs, culture, religion, and historical experiences. Every nation has an interest in protecting and promoting its way of life. America spreads its national values—a blend of diverse immigrant values and democratic principles—through **foreign aid** and **humanitarian aid**.

**Economic welfare** is based on the health of its economy, which varies according to the nation's resources and how they are produced, distributed, and consumed. The interests of one nation are affected by events and conditions in other nations or regions.

**National security** is considered an area of **vital interest**. Defense of the homeland, preservation of territorial borders, **and the health and safety of the citizens** are so critical that other areas of national interest are subordinate to these objectives. A nation's level of concern about its own security depends on how it regards other nations' motives. South Korea maintains a large, well-equipped military force because it believes its neighbor, North Korea, might attack it.

##### **Some helpful definitions from the Scout pamphlet for 3B:**

If you asked several real estate agents to name the top three factors to consider when buying a house, they probably would all say, “Location. Location. Location.” They mean that *place* matters.

That’s true for countries, too. *Where* a country is located makes a huge difference in whether it will prosper or struggle. **Geography** can significantly affect a nation’s economy and how it relates to other countries. For example, an essential part of understanding the history of Poland is realizing that it is located between Russia and Germany (and has been invaded by both). Geography can pose other problems or opportunities. Yemen, for example, has large deposits of natural gas, which it wants to sell worldwide. However, the costs of getting the gas to market are high because the gas is locked in an inland desert, with two mountain ranges separating it from the Red Sea coast.

**Climate** is an aspect of geography. Farmers in temperate climates (moderate temperatures and rainfall), for example, have a better chance of producing abundant crops than farmers in other climate regions. This can make the difference between having enough food, or depending on trade with other nations for food.

No nation’s **economy** can produce all the goods and services that its citizens demand, so it must exchange resources and products with other countries. This exchange among nations is called by various terms: international trade, global trade, foreign trade, and international commerce. Trade is shaped by geography, climate and, most importantly, by a nation’s available natural resources. **Natural resources** are categorized as:

- **Inexhaustible** sources of energy—sun, tides, wind. These are continuously generated. Their production cannot be reduced or exhausted by mismanagement.
- **Renewable** resources—crops, fisheries, forests, water and soils. These resources are renewed, or regenerated, by either environmental processes or biological reproduction. Climate and terrain (the physical features of the land) affect their abundance or scarcity. Although these resources can be replaced, they also can be **depleted**—used up—or destroyed by mismanagement.
- **Nonrenewable** resources—fossil fuels (coal, petroleum, natural gas), minerals, land. These cannot be replenished, though some may be recycled or reused.