

**IMAGES OF THE OTHER IN FINNISH PRIMARY SCHOOL
GEOGRAPHY BOOKS**

Master's Thesis

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Intercultural Communication

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Tiivistelmä – Abstract As the society becomes more and more international and intercultural interactions may have serious consequences, it is important to be aware of the underlying ideas and attitudes. This study researches the image given of people from outside Europe in Finnish 5 th and 6 th grade geography textbooks through the means of content analysis. In addition to obviously stereotypical images, attention is also paid to more subtle, hidden stereotypes. Besides stereotypes, the overall image given of regions, peoples, and other groups is also studied. Significant differences in terms of content and terminology were found between the analysed textbooks, but also some common themes. Of these themes, “Africa, a Continent of Problems and Nature”, “Indigenous Peoples”, “Victims of the Europeans?”, “Asylum Seekers’ Countries of Origin”, and “Discussing Character” are discussed in more detail.	
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<p>Tiivistelmä – Abstract</p> <p>Jatkuvasti kansainvälistyvässä maailmassa, jossa kulttuurienvälisillä kohtaamisilla voi olla kauaskantoisiakin seurauksia, on tärkeää olla tietoinen taustalla vaikuttavista asenteista. Tässä tutkielmassa kartoitetaan kuvaa, joka suomalaisissa viidennen ja kuudennen luokan maantiedon oppikirjoissa annetaan ihmisistä Euroopan ulkopuolella. Tutkielma on tehty sisällönanalyysin keinoin.</p> <p>Selkeiden stereotyyppisten kuvien lisäksi pyritään löytämään myös piileviä, vähemmän selviä stereotyyppioita. Stereotyyppioiden lisäksi myös alueista, kansoista tai muista ihmisryhmistä annetut kokonaiskuvat ovat tutkimuksen kohteena.</p> <p>Analysoitujen oppikirjojen välillä oli merkittäviäkin eroja sekä sisällössä, että terminologiassa, mutta myös samansuuntaisia teemoja löytyi. Näistä teemoista nostetaan esiin ”Afrikka, ongelmien ja luonnon maanosa”, ”Alkuperäiskansat”, ”Eurooppalaisten uhrit?”, ”Turvapaikanhakijoiden lähtömaat” ja ”Puhetta luonteesta”.</p>	
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1 INTRODUCTION

1.1 Aim of the Study

The aim of my study is to find out what is taught about people of different ethnic, national, cultural, and religious backgrounds in Finnish geography books for basic education. I will analyse geography textbooks in order to see how the other is portrayed. I will analyse both the texts and the pictures used in teaching materials.

The focus of this study is in the textbooks for fifth and sixth grade geography education. Geography education in Finland begins properly in the fifth grade, so these are the first books designed for actual geography education. Up to the fifth grade, some geography is taught alongside biology and science under the title of *ympäristö- ja luonnontieto*, which translates into environmental and natural sciences.

Children also come across other cultures in other subjects, such as history and religion, but for the purposes of this study, I chose to focus solely on the subject of geography, as in Finland this is the subject most concerned with other cultures.

School, and a textbook in particular, is considered a reliable source of information and children are likely to believe what they learn in school and read in textbooks (see for example Cantell, Rikkinen & Tani, 2007, p. 53; Paasi, 1989, p. 3). At an early age children are less likely to think critically and develop opinions of their own. As this study focused on the effect of geography education, that of one's family, peers, and popular culture are ignored.

Primary school books were chosen, not only because they are more likely to be the children's first contact with some cultures, but also because they tend to include more descriptions instead of simply stating facts like books meant for an older audience. This might lead to more stereotypical or inaccurate images. At this stage, books often include more pictures, be it photos or drawings, than in higher grades. The choice of pictures can emphasise certain points of the text or bring something altogether new to the topic (Pingel, 2010, p. 48).

As mentioned above, a chapter in a geography book is often the first place a child comes across a particular culture or country. The image created by this first encounter often remains throughout their life influencing their later actions and behaviour when coming face to face with other cultures.

A possible outcome of this an impression acquired as a child is prejudice and stereotypes, which Chen and Starosta (2005, p. 42) state can be learnt in school among other places, and are especially hard to change. In today's globalising world it is important to be able to interact with people from a variety of different ethnic backgrounds, and the consequences can be serious if stereotypes and misconceptions get in the way of successful interactions (see for example Barnlund, 1989, p. 48; Samovar & Porter, 2003, p. vii; Kunczik, 1997). According to Kunczik (1997, p. 45), prejudices learnt as children appear to be the hardest to change, which is why it is important to be aware of what is taught in school.

Going into this study, I had an expectation that my data would be quite neutral, at least on the surface, as political correctness is expected these days and the authors will undoubtedly have wanted to avoid offending any

group of people. I find it interesting to see what the authors have chosen to include or exclude, and thus emphasise or ignore certain topics, and whether different books focus on different areas or topics, as it is unfortunately impossible for one book to focus on everything.

As Krippendorff's (2013, p. 66) says, "[texts] can *construct worlds*." The world of these geography books is what I attempt to explore in this study.

1.1.1 Research Questions

I will analyse the image given in these textbooks about the other, their appearance, history, culture, values, beliefs, customs, living environment, countries, and everything relevant to creating a picture of a specific people, nationality, or ethnic group.

My primary research question is "What is taught about the other in Finnish geography textbooks for basic education?" To help answer this question, my other subquestions are as follows:

- Are different ethnic groups or countries treated differently?
- Is something left out or ignored? (Some teachers think they only pass on factual information to their pupils. This is, however, never the case. What is included and what is left out is in itself already a choice. (Cantell et al., 2007, p. 5))
- Is the image stereotypical or obviously inaccurate?
- Are minorities and different groups (women, children) included and how are they treated?

1.2 Importance and Relevance of the Study

1.2.1 Forming a Worldview

Barnlund (1989, p. 48) speaks about our unconscious and unrecognised thoughts guiding our actions. If these unconscious ideas are negative images of our interaction partner, the consequences can be harmful for the interaction and for any future encounters.

Every person has their own unique way of observing the world, what we see depends on what we are aware of and what we have been taught to see (see for example Bennett, 1998; Lehtonen, 2005; Chen & Starosta, 2005). Meaning to what we see is assigned through our perception (Samovar & Porter, 2004, p. 45). As Kunczik (1997, p. 48) puts it: “one behaves as if one’s perceptions of the world were “true””.

That perception or view of the world is developed through interaction with others, but more importantly we have been conditioned to see the world from the perspective of all the groups in which we have been raised (Singer, 1998, p. 97-98).

According to a current theory of learning, our education and experiences lead us to create images of the world that we then act upon. If these images are not accurate, they can affect our everyday life. (Cantell et al., 2007, p. 191)

Pingel (2010, p. 62) writes, that “education can lay the foundations for forming attitudes and opinions which are essential to policies that promote peace and mutual understanding”.

School is also one of the places where we learn our own culture, a part of which is perception (Chen & Starosta, 2005, p. 27; Samovar & Porter, 2004, pp. 234-235). Especially through history and geography education children are taught who we really are and where we come from (Pingel, 2010, p. 7). According to Cantell et al. (2007, p. 53), school has a significant effect on the development of children's values. All information presented is chosen and organised by someone, and thus subjective (Cantell et al., 2007, p. 53). What is taught is never entirely value-free. The values transferred to the next generation also include the image of self and of the other, and may also include negative or stereotypical ideas of other cultures (Pingel, 2010, p. 17; Samovar & Porter, 2004, p. 83). Particularly when a child has little or no information about different people factual information can easily be replaced by stereotypical ideas and images (Paasi, 1984, p. 3).

1.2.2 Today's Society in Finland

Finland has changed rapidly from a rural society into a modern information society. The number of immigrants has increased since the 1990s, but they still only amount to about 5.9 per cent of the Finnish population (2014 statistics according to Statistics Finland, 2016). Cantell et al. explain that globalisation and internationalisation have brought ideas about multiculturalism (seen here as the idea of more than one culture existing within a society or nation, or the diversity within a "national" culture) to the school curriculum, even though it is not always clear what is meant by it. Even though multiculturalism is often treated in Finland as a new phenomenon, the Finnish society has never been quite as homogeneous as we have been made to understand. It is important to

see the multiculturalism even within the dominant culture. (Cantell et al., 2007, p. 60-63)

Intercultural communication, seen as communication between different cultural groups, has existed as long as there have been encounters between people from different cultures, but today these encounters are more frequent and important than ever before, and it is no longer just the elite or members of certain groups of people, such as merchants, that come across other cultures (Samovar & Porter, 2003b, p. 6). In today's world it is getting less and less likely for a person to live their life without ever encountering someone who comes from a different ethnic background. As Samovar and Porter (2004, p. xi) put it, "whether you like it or not, [intercultural interactions] will continue to grow in both frequency and intensity".

Thanks to technological advancements, we are now just as capable of doing business with someone on the other side of the world as with our next-door neighbour. Over two decades ago Barnlund wrote:

If today people occasionally choke on what seem to be indigestible differences between rich and poor, male and female, specialist and nonspecialist within cultures, what will happen tomorrow when people must assimilate and cope with still greater contrasts in lifestyles? Wider access to more people will be a doubtful victory if human beings find they have nothing to say to one another or cannot stand to listen to each other. (Barnlund, 1989, p. 36)

That tomorrow is now today. We meet people from very different backgrounds both home and abroad. According to Samovar and Porter (2004, p. 2), "cultural diversity has the potential to make intercultural communication very difficult – and in some instances utterly impossible".

Samovar and Porter (2003a, p. vii) note, that "intercultural communicative behavior not only must be void of racism and ethnocentrism, but also must reflect an attitude of mutual respect, trust and worth". If we wish

for today's children to be successful in the even more international and globalised world of tomorrow, we must attempt to teach them these skills essential to efficient intercultural communication. If intercultural encounters are entered with a condescending attitude, it will only lead to failure (Samovar & Porter, 2003, p. vii).

As the nation-states form international political associations in order to succeed in the modern world, groups of people fight to maintain their own specific identity and to distinguish one's group from the other groups (Beller, 2007a, p. 14). This can be seen in Finland as criticism of the European Union or the ever increasing amount of refugees and immigrants, for example. Beller (2007a, p. 14) states, that "these antagonisms are verbalized in the discourse of traditional and fresh prejudices and stereotypes".

2 LITERATURE REVIEW

2.1 Previous Studies on the Topic

Pingel (2010, p. 8) explains, how "with the emergence of nation states in the last century it became quite obvious that schoolbooks contain statements that glorify their own nation and disparage others". In an attempt to revise these one-sided images modern textbook research was established (Pingel, 2010, pp. 8, 43). The aim of textbook research is to

provide better insights into the interrelationships that exist between the teaching of history, geography and civics and the prejudices and misconceptions in

pupils' everyday experiences as conveyed by the general political culture, to which mass media makes an increasing contribution (Pingel 2010, p. 43)

The study closest to my topic was made by Anssi Paasi from the University of Joensuu. He has studied “national character” in Finnish geography textbooks between 1844 and 1981 (Paasi, 1984). His study was made from the point of view of sociology of education. Paasi states (1984, p. 3) that even though stereotypical expressions were rare already in the 1980s, it was not very long ago that geography books contained barely anything but stereotypical descriptions of national character.

National characters were the subject of many studies all the way to the 20th century. Later “an increasingly stringent disavowal of national essentialism and national determinism” has led to the critical study of images of nations (imagology), rather than national characters. (Leerssen, 2007a, pp. 17, 21)

Where Paasi concentrates only on the national character, i.e. the characteristics of a given group of people, and wishes to find out why these images can be found in geography textbooks, in my study I will attempt to take into account everything that plays part in creating the image of an ethnic/religious etc. group without delving too deeply into the “why”. I also expect to find out that there is no direct reference to national character in any of the current geography books, and therefore it would be useless to focus on researching it today. Also, a lot has happened in the past thirty years both in terms of globalisation and education, and current geography books are most likely very different to those from 1844 to 1981 that Paasi analysed.

There have also been several studies analysing images of different people in foreign language education. Byram and Esarte-Sarries (1991) studied cultural studies in foreign language learning. They found out, that one of the most important influences on the image pupils have of a foreign country is the textbook (Byram & Esarte-Sarries, 1991, p. 173). There may, however, be a difference in the authors' intentions between geography books and foreign language books. Whereas geography may try to give a more realistic and truthful image of a country, foreign language textbooks may try to make the image as tempting and exciting as possible in order to get the pupils excited about learning the language. Byram and Esarte-Sarries found (1991, p. 183) that the image given in foreign language textbooks seemed to be aimed for possible tourists.

2.2 Key Concepts and Theoretical Background

2.2.1 Stereotypes and Prejudice

As stated by Kunczik (1997, p. 39), "in literature there is no clear definitive delimitation between such concepts as attitude, stereotype, prejudices, or image". Their usage can vary from author to author or even overlap (Kunczik, 1997, p. 39).

As long as we have had contact with people from other cultures, we have also attributed them certain characteristics or even characters. Attitudes towards difference seem to have been rather ethnocentric and the other has been considered an oddity. (Leerssen, 2007a, p. 17)

2.2.1.1 What is a Stereotype?

The term ‘stereotype’, when referring to images of people was first introduced in 1922 by Walter Lippmann, who borrowed the term from the language of printing. He described stereotypes as “pictures in head” (Lehtonen, 2005, pp. 61-62; Kunczik 1997, p. 38). They can be blatant or subtle, which can be seen in in-group favouritism, for example (Fiske & Taylor, 2010, p. 282).

Stereotypes are considered to be simplified and generalised beliefs and perceptions about a certain group of people, their traits and qualities (Lehtonen, 2005; Chen & Starosta, 2005). They are usually imprecise, yet “defended by many people by great conviction” (Kunczik, 1997, p. 38). According to these generalisations, “the members of a group share certain values, certain personality traits and behave in a predictable way” (Lehtonen, 2005, p. 63). They can refer both to one’s own group and to a group of outsiders (Lehtonen, 2005, p. 62). As Lehtonen states:

[...] usually the word stereotype is used to refer to members of particular collectives: firemen are courageous, females are less aggressive than men, Nordic people are tall and blond, Italians are noisy, rich people are highly civilized, the poor intellectually inferior, etc. (Lehtonen, 2005, p. 63)

As seen in the example above example, stereotypes are often applied to certain ethnic groups, although they can just as well be beliefs about gender differences, social groups etc. (Lehtonen, 2005, p. 64). They “refer to mental representations or real differences between the groups of “us” and “them”” (Lehtonen, 2005, p. 67).

Stereotypes may lead the perceiver to view all group members as the same, thus ignoring the individual differences (Lehtonen, 2005, p. 64). Often these oversimplified generalisations are negative and a negative

stereotype may feed xenophobia (Lehtonen, 2005, pp. 65-66). Stereotypes can have some truth in them, but this truth is exaggerated and generalised to include everyone in a certain group (Chen & Starosta, 2005, p. 39). Stereotypes make differences seem normal and unchangeable, “frozen” in time (Hall, 1999, p. 190).

A common characteristic for stereotypes is that they compare *us*, the in-group, a group of people which we are or wish to be a member of, with *them*, the out-group, a group to which we do not nor do not wish to belong, and assume a difference between these two groups. Often this comparison sees the in-group as better and possessing more desirable traits. Our culture is seen as ‘normal’, ‘natural’, and ‘correct’. The in-group is seen as some kind of an ideal to which everything else is compared, and those who do not fit it and are thus left outside and labelled “the other”. (Lehtonen, 2005, p. 62; Kunczik, 1997, p. 39; Hall, 1999, p. 192)

Stereotypes can be divided into *auto-stereotypes* and *hetero-stereotypes*. Auto-stereotypes are stereotypes concerning one’s own group. They can be divided into *simple* auto-stereotypes, stereotypes we have about ourselves, and *projected* auto-stereotypes, what we think members of another group think about us. A simple hetero-stereotype is a stereotype we have about the members of another group, whereas a projected hetero-stereotype is how we think they see themselves. (Lehtonen, 2005, pp. 69-70)

2.2.1.2 Creation of Stereotypes

People are not born with stereotypes; they are developed through the processes of learning and socialisation. They can be learnt from family and friends, from

school and other institutions, through personal experience and through mass media, to mention only a few. (Chen & Starosta, 2005, p. 42)

According to Lehtonen (2005, p. 65), it is “easier to identify behaviours that tend to maintain stereotypes than it is to find out where stereotypes came from”. He goes on to point out that “practically all acts of communication can include transparent or embedded cultural stereotypes” (Lehtonen, 2005, p. 65).

According to Chen and Starosta (2005, p. 39), there are three ways to form stereotypes: by categorising people by their most obvious characteristics, by applying a set of characteristics to whole group, and by treating everyone in a group the same way.

Once a stereotype is formed, getting rid of it can be difficult. Even when people come across information that contradicts the existing stereotype, they tend to maintain the stereotype (Lehtonen, 2005, p. 76). As Kunczik (1997, p. 49) states: “Experiences that do not fit into one’s perceptions can, but need not, lead to modifications of those perceptions”. If the observer thinks they know what to expect from an intercultural encounter they will only notice that which confirms this image and ignore the conflicting information as an exception (Barna, 1994, pp. 178-179, 181). From the information they receive, people may select only that which fits their existing ideas and leave out the rest (Kunczik, 1997, pp. 104-106).

According to Lehtonen (2005, p. 76), “it seems that if stereotypes are to be changed, the salami method, as it is known in persuasion theory, is more effective than the door-in-the-face technique”. This is to say, that people are more likely to change their stereotypical ideas if the stereotype-

mismatching information is presented to them little by little, instead of showing them, for instance, an individual that is the complete opposite of the stereotypical image possessed.

Often people are unaware of the stereotypical image they hold of another group (Lehtonen, 2005, p. 63). People also continue to apply stereotypes no matter how irrational they sometimes may seem (Lehtonen, 2005, p. 66). As Barna states (1994, p. 181): “Stereotypes persist because they are firmly established as myths or truisms by one’s own national culture and because they sometimes rationalize prejudices.” These stereotypes embedded in the national culture can be passed on to the next generation with the help of school books, for instance.

2.2.1.3 The Function of Stereotypes

Stereotypes are understood to be a fundamental property of the human inferential system (Lehtonen, 2005, pp. 66-67, 75). Stereotypes help us in interactions with the unknown, “reduce the complexity of the social environment”, as Lehtonen (2005, p. 67) notes. It is impossible to perceive or consider everything to the last detail, which is why it is necessary to use categories to organise our thoughts (Kunczik, 1997, p. 38). We try to make the world, as Barnlund puts it, “relatively free of ambiguity and reasonably predictable” in order to be able to live in it and in order to reduce the threat of the unknown (Barnlund, 1989, p. 40; Barna, 1994, p. 181). The complete elimination of stereotypes is impossible, as it would be harmful for the human cognition (Lehtonen, 2005, p. 75).

In an interaction where we know little about the other, we tend to draw to existing stereotypes in order to predict their behaviour and reduce the stress and uncertainty of such a situation. With the help of stereotypes it is easier to make sense of new situations and with them we simplify social information and preserve the limited capacity of the cognitive system for processing other information. The less we know about the situation, the more we use stereotypical generalisations. If these stereotypes are well-grounded and justifiable, they may help in orienting ourselves in the situation. On the other hand, inaccurate and negative stereotypes will only harm the interaction. (Lehtonen, 2005)

Hall (1999, pp. 190-191) speaks of stereotypes separating the normal and acceptable from abnormal and unacceptable, everything different and inappropriate is thus excluded. With the help of stereotypes a line is created between the in-group and the out-group, thus also defining the identity of the in-group (Hall, 1999, p. 191; Lehtonen, 2005, p. 82). “Negative images of other groups strengthen the cohesion in one’s own group” states Kunczik (1997, p. 39).

2.2.1.4 Consequences of Stereotypes

Stereotyping tends to lead people to ignore the individuality of group members: it considers them all the same, without any variations from the stereotypical image (Bennett, 1998, p. 4). They lead us assume all the group members share the same values and behave in the same way (Lehtonen, 2005, p. 63). These assumptions we have about the values, motives, and intentions of the other affect the outcome of intercultural interactions (Lehtonen, 2005, p. 71).

Earlier, stereotypes were seen as only negative (Lehtonen, 2005, p. 74). Kunczik (1997, p. 38) explains that “the stereotype about stereotypes is that all stereotypes are bad, and this stereotype, like all other stereotypes, is too great a simplification”.

Stereotypes can be both positive, when the characteristics assumedly possessed by the group are respected, or negative, which is more likely the case. Both kinds of stereotypes can cause problems, as people may falsely assume to understand the group in question, when stereotypes are usually only partially truthful. (Bennett, 1998)

This is why, according to Lehtonen (2005, p. 78), stereotypes do not accurately predict people’s behaviour and are therefore generally not useful in intercultural interactions.

What can make stereotypes detrimental to interactions is the fact that we generally tend to be unaware of them and of how biased our interpretations are (Lehtonen, 2005, pp. 74, 82). If we are not aware of our stereotypes, they can affect our decision-making on a subconscious level (Lehtonen, 2005, pp. 63-64).

We may also observe others according to our stereotypes and thus create a self-fulfilling prophecy. We see what we are expecting to see and what we have learnt to look for. Our cultural background and experiences may lead us to notice one thing and ignore something else. Everyone draws different conclusion of a situation based on their previous experiences. (Bennett, 1998; Lehtonen, 2005; Barnlund, 1989, pp. 40-41)

If we have learnt to look for certain kinds of cultural characteristics we may well ignore other, essential parts of that culture and make intercultural

interactions even more difficult. For example, if in a geography book all Africans are portrayed as living in small huts on the countryside, we may well ignore that some of them may actually come from cities bigger than our own and be much wealthier than we are. If we believe that Africans don't generally go to school, we may end up treating them as ignorant and simple, because that is all we have learnt to look for in Africans.

As Lehtonen (2005, p. 72) puts it, "expectations drive our attention as observers". This may lead us to even see things that aren't really there or to misinterpret something according to our expectations (Lehtonen, 2005, p. 73).

Stereotypes may lead us to expect certain behaviour from a certain group of people thus ignoring their individual differences. They block us from viewing the other objectively. (Barna, 1994, p. 181)

Stereotypes may also lead to xenophobia, as mentioned above, and prejudice (Lehtonen, 2005, pp. 65-66; Chen & Starosta, 2005, p. 41). Both stereotypes and prejudice affect intercultural communication situations. According to Chen and Starosta (2005, p. 42) "stereotypes and prejudice may prevent us from interacting with people of different backgrounds; they tend to produce negative feelings during the interactions; and they can lead to unnecessary conflicts when they are intense."

In today's world, it is important to be able to communicate efficiently with people from different cultural backgrounds. As Chen and Starosta state above, stereotypes and prejudice can have a negative effect on these interactions.

2.2.1.5 Prejudice

Prejudice is the rigid attitude based on erroneous beliefs or preconceptions. It is a learned tendency that affects our perception and judgment of others, and makes us react in a certain way to certain people, which may lead to, for example, discrimination against a group of people. (Chen & Starosta, 2005, p. 41; Beller, 2007b, p. 404)

According to Kunczik (1997, p. 45), “prejudices do not form before the age of 4 or 5” when children start to develop an awareness of their own ethnic identity. People such as parents, teachers, etc. play an important role in the formation of prejudices when they begin to form. As a child develops, the prejudices seem to become firmer and are reconfirmed by whatever information is available. Therefore prejudices learnt as children appear to be the hardest to change. (Kunczik, 1997, p. 45)

In geography education it is important to recognise stereotypes and prejudices, and to discuss them. By analysing their own prejudices pupils will be able to identify unnecessary or erroneous generalisations and ideas. By discussing these ideas, pupils may become more open-minded towards learning new things. (Cantell et al., 2007, p. 169)

Prejudice may lead us to avoid contact with a group of people, to talk about them in a negative way, to discriminate them, and even to physical attacks or extermination (Allport, 1954, cited in Samovar & Porter, 2004, p. 290). Different forms of prejudice are discussed below in the section about the Stereotype Content Model.

2.2.2 Cultural Relativism and Ethnocentrism

Cultural relativism is based on the idea of all cultures being equally worthy of respect (Samovar & Porter, 2004, p. 328). It means understanding and judging the behaviour of each individual in its cultural context instead of judging it as good or bad based on the standards of one's own culture. Ethnocentrism, on the other hand, means the opposite of this: judging other cultures based on one's own culture and its values. (see for example Bennett, 1998, p. 4; Chen & Starosta, 2005, pp. 232-233; Kunczik, 1997, p. 40; Samovar & Porter, 2004, pp. 297-300, 328-329)

The term ethnocentrism comes from Sumner, who, according to Kunczik (1997, p. 40), first used it in his book *Folkways* in 1906 when he "pointed out that people tend to use their own values, customs, and norms as the yardstick for evaluating other cultures". Ethnocentric people see one's own culture to be in the centre of everything and superior to other cultures (Kunczik, 1997, p. 40). Cultures other than our own are seen as "non-normal, anomalous or abnormal" (Leerssen, 2007b, p. 323). Ethnocentrism strengthens the sense of belonging of the group members at the cost of another group (Leerssen, 2007b, p. 323).

Kunczik (1997, p. 40) also states that "in its most extreme form, ethnocentrism is racism". Seeing other cultures as inferior has led many to attempt to prove the superiority of their race scientifically, without success (Kunczik, 1997, p. 40-41).

Chen and Starosta (2005, pp. 27, 296) argue, that learning one's own culture inevitably leads to ethnocentrism, as it teaches one to see through a

certain perspective. Ethnocentrism, like culture, is usually learnt unconsciously and is normally unintentional (Samovar & Porter, 2003b, p. 11). Samovar and Porter (2003b, p. 11 & 2004, p. 235) write, that as students are only exposed to one point of view in subjects such as history and geography, they are automatically pushed towards ethnocentrism, as cultures tend to glorify their own accomplishments while minimising those of others. In order to communicate successfully in intercultural situations, however, it is necessary to move towards ethnorelativism (Chen & Starosta, 2005, p. 296).

2.2.3 Image

Image, as Kunczik (1997, p. 39) explains, is a term that “became popular in the 1950s...and was used to describe the aura of a person in public life, a party, a product, a nation, a people, and so forth”. In this context the image, unlike stereotypes and prejudices, can be created and influenced by its possessor (Kunczik, 1997, p. 39).

Images of nations, on the other hand, have developed during a long historical process and “can be understood as hardened prejudices” (Kunczik, 1997, p. 39). He defines national image as “the cognitive representation that a person holds of a given country, what a person believes to be true about a nation and its people” (Kunczik, 1997, p. 46). Leerssen (2007c, p. 342) is along the same lines in describing image as “the mental or discursive representation or reputation of a person, group, ethnicity or ‘nation’”. An image does not include factual statements that can be empirically tested, but beliefs about a person’s or a group’s attributes and characteristics (Leerssen, 2007c, p. 342).

Plato reflects on our view of the world by comparing it to shadows projected on the wall of a cave, what we see is not the reality but just a reflection or interpretation of it (Beller, 2007a, p. 4). Often images do not have anything to do with reality and the people judged (Kunczik, 1997, p. 42). Kunczik (1997, p. 42) points out that “the laws of logic do not apply to the world of images”. Images do not necessarily have to be true, they just have to be believed in (Kunczik, 1997, p. 42).

Kunczik (1997, p. 43) argues that some images may “belong in the realm of cultural truisms”, i.e. they are such a widely held belief in a person’s environment that they are considered true. Kunczik (1997, p. 43) gives an example: “Just as people used to be sure that the sun revolves around the earth and that the earth is flat, one “knows” that the “natives” are lazy”.

The images we have of different nations are created through a complex communication process. Different sources of information that we encounter in our everyday life affect these images, starting with things like school, literature and accounts by others in our early childhood, and moving on to media, sports, cultural exchange programmes and so forth later in our lives. Even the smallest things, like products or a bad experience with someone from a certain country can affect the image. Mass media, however, has a significant effect on the image formation, because it is the media that decides which stories to show and from which aspect, which leads to the risk of manipulation, as most people do not have first-hand information of faraway places and occurrences. (Kunczik, 1997)

As Kunczik (1997, p. 3) points out “many prejudices about nations are carried forward through the generations, so that historical events of long

ago remain decisive in a nation's image". Images, like stereotypes, seem to be difficult to change, and rather inflexible and stable (Kunczik, 1997, pp. 42, 107). Kunczik (1997, p. 107) adds, that creating a positive image takes longer than destroying a positive image or creating a negative one.

Countries, just like humans, can be perceived as, for example, hostile or friendly (Lehtonen, 2005, p. 62). If the image we have of a certain country is negative, we may attach these negative feelings to everything originating from that country as well (Lehtonen, 2005, pp. 64, 72).

Just like stereotypes, images can direct our behaviour towards the other (Beller, 2007a, p. 4). The images of nations and possible prejudices can, for example, affect political decision-making, which in turn can lead to very negative consequences when international events are misinterpreted (Kunczik, 1997, pp. 46, 55-56).

When meeting people from other cultures our mental images compete with the actual experience. Every encounter shapes our expectations for the next one. The image of a nation can lead to a self-fulfilling prophecy. If a nation is labelled as unable to pay its debts it will most likely not be able to get a loan in order to rise above its problems, which will lead to the inability to pay those debts, and so forth. (Kunczik, 1997, p. 58-60; Beller, 2007a, p. 7)

Like stereotypes, images can be divided into *hetero-images*, images of the other, and *self-images* or *auto-images*, images about one's own group (Beller & Leerssen, 2007, p. xiv).

2.2.4 The Other

In the past, when nation-states were being formed, it was essential to somehow differentiate between “us” and the excluded “others” (Ohliger, 2005, p. 35). By exclusion nations set themselves apart from what they did not wish to include. With the help of history and geography education, written in a way appropriate for the task, an idea of a national identity was created and strengthened, thus, usually unintentionally, creating prejudice against other cultures in the pupils’ minds (Cantell et al., 2007, p. 61; Kunczik, 1997, p. 47).

When we know little about the other we often tend to devalue them. Comparisons between us and them are used to evaluate them: “we human beings, those barbarians; we the faithful, those infidels...”. Even certain parts of history can be ignored in order to keep up these contrasts, for example the African and Semitic roots of the Greek civilisation, as those cultures were seen as more or less barbaric, whereas the Greek culture was supposedly a pure European culture. (Kunczik, 1997, p. 41)

2.2.5 Stereotype Content Model

According to the Stereotype Content Model (SCM) stereotypes are captured by the dimensions of warmth and competence (see for example Fiske, Cuddy, Glick & Xu, 2002; Fiske & Taylor, 2010). Many stereotypes are mixed in terms of these two dimensions and different combinations of perceived warmth, and competence result in different prejudices (Fiske et al., 2002, pp. 879, 880, 887). Research shows that a substantial number of groups fall into the categories of mixed stereotypes instead of pure antipathy (Fiske et al., 2002, pp.

887, 888, 899): “Out-group prejudice often focuses on dislike or disrespect but not both” (Fiske et al., 2002, p. 899).

As Fiske et al. (2002, p. 899) put it: “The stereotype content model posits qualitative differences in stereotypes and prejudices toward different groups, simultaneously providing a conceptual framework that explains why and when these differences occur.”

Stereotypes along these dimensions result from structural relations between groups: whether the goals of the out-group towards the in-group are perceived as positive or negative, i.e. the dimension of warmth, and whether they are seen as capable of following through with these intentions or not, i.e. the dimension of competence (see for example Fiske, Cuddy, Glick & Xu, 2002; Fiske & Taylor, 2010). These two dimensions “fit the functional idea that people want to know the other’s intent (...) and capability to pursue” (Fiske et al., 2002, p. 879). They are predicted by status and competition: perceived social status predicts perceived competence and perceived competition predicts lack of warmth (Fiske et al., 2002, pp. 878, 882, 897).

Fiske et al. (2002, p. 880) suggest “stereotypes function to justify the status quo” and “defend the position of societal reference groups” by justifying either resentment towards the envied group, or subordination in the case of the pitied group (Fiske et al., 2002, p. 882). For the pitied, or paternalised, out-groups “the mixed stereotype justifies their subordination (i.e., low competence) and encourages their compliance (i.e., high warmth)” (Fiske et al., 2002, p. 880). Groups’ positions in society may “vary over time and conditions, and the stereotypes will follow” (Fiske & Taylor, 2010, p. 285).

The different combinations of warmth and competence lead to two ambivalent and two unambivalent combinations (Fiske & Taylor, 2010, pp. 274-275). These different combinations lead to different prejudices and affective reactions (Fiske et al., 2002, pp. 895, 896, 897). Table X presents these prejudices and forms of discrimination, and gives examples of groups in each category. The four combinations are also discussed below.

Table 1

Stereotype Content Model: Examples

	STRUCTURAL VARIABLE: STATUS ↓(+)		
		Stereotype: Competence	
STRUCTURAL VARIABLE: COMPETITION ↓(-)		<i>Low</i>	<i>High</i>
Stereotype: Warmth			
<i>High</i>	<i>Groups</i>	Disabled, older people	Middle-class, ingroup
	<i>Prejudice</i>	Pity	Pride
	<i>Discrimination</i>	Active help, passive harm	Active help, passive support
<i>Low</i>	<i>Groups</i>	Poor, homeless, drug addicted	Rich, Asians, Jews
	<i>Prejudice</i>	Disgust	Envy
	<i>Discrimination</i>	Active harm, passive harm	Active harm, passive support

(Fiske & Taylor, 2010, p. 286)

Stereotypes low in warmth but high in competence lead to envy. As Fiske and Taylor (2010, p. 285) put it, envy “breeds a volatile behavioral mix: (a) grudging association, going along to get along when the social order is stable, combined with (b) active attack when the chips are down.” Members of out-groups in this category are seen as doing well for themselves but their

intentions are presumed not to be positive (Fiske et al., 2002, pp. 879, 896). For these groups, the mixed stereotypes explains their apparent success but portrays them as only concerned with furthering their own goals, thus justifying, for example, resentment and social exclusion (Fiske et al., 2002, p. 880).

Stereotypes low in competence and high in warmth lead to pity, which Fiske and Taylor (2010, p. 286) describe as a “confusing mix of helping and neglecting”. These groups are seen neither as inclined nor capable of hurting the in-group, and they have faced negative outcomes despite their best intentions (Fiske et al., 2002, pp. 879, 896). Emotions towards this group may carry “overtones of compassion, sympathy, and even tenderness, under the right conditions” (Fiske et al., 2002, p. 880). On the other hand, as Jackman (1994, cited in Fiske et al., 2002, p. 880) explains: “European colonialism and American slavery both were justified through stereotypes of non-Whites as warm and simple folk requiring the guidance of a superior culture”.

Those viewed as low in both warmth and competence are looked down upon, seen as somehow less human and treated with disgust, anger, contempt, hate, and resentment. (Fiske et al., 2002, p. 896; Fiske & Taylor, 2010, p. 287). They may be viewed as “parasites in the system” and seen as competing for resources (Fiske et al., 2002, p. 881).

The in-group, close allies, and cultural reference group (such as the middle class), which are seen as both warm and competent, evoke feelings of pride and admiration (Fiske et al., 2002, pp. 880, 882, 896; Fiske and Taylor, 2010, p. 287).

2.3 Context and Empirical Focus

2.3.1 The Finnish School System

Basic education is compulsory for all children permanently residing in Finland. It starts the year the child turns seven and normally takes nine years. These nine grades, which in terms of the curriculum form an integral whole, are taught in the comprehensive school. After completing the comprehensive school, students have the basic knowledge required for any upper secondary education. Primary education, including for example textbooks, is free for everyone. (Finnish National Board of Education, 2004, 2015; Finnish Ministry of Education)

The objective of basic education is to support pupils' growth towards humanity and ethically responsible membership of society and to provide them with the knowledge and skills needed in life (Finnish National Board of Education, 2015).

2.3.2 The National Core Curriculum for Basic Education

The National Core Curriculum for Basic Education gives general guidelines and objectives as to what is to be taught in comprehensive schools throughout Finland. It is based on the Basic Education Act. Local curricula are based on these national guidelines. The National Core Curriculum is prepared by a group of civil servants, teachers, researchers and other experts. It binds all schools and teachers in Finland to teach the contents listed in the curriculum. However, the emphasis of the education may vary locally. (Cantell et al., 2007, pp. 43, 46)

The current National Core Curriculum has been in use since 2004 (Finnish National Board of Education, 2004, p. 5). A new National Core Curriculum will be introduced in August 2016 (Finnish National Board of Education).

The underlying values of basic education are also included in the National Core Curriculum. These values include human rights, equality, democracy, natural diversity, preservation of environmental viability, and the endorsement of multiculturalism (Finnish National Board of Education, 2004, p. 12). It is stated that:

The instruction must also take into account the diversification of Finnish culture through the arrival of people from other cultures. The instruction helps support the formation of the pupil's own cultural identity, and his or her part in Finnish society and globalizing world. The instruction also helps to promote tolerance and intercultural understanding. (Finnish National Board of Education 2004, p. 12)

There are seven cross-curricular themes listed in the National Core Curriculum for basic Education: Growth as a person, Cultural identity and internationalism, Media skills and communication, Participatory citizenship and entrepreneurship, Responsibility for the environment, well-being, and a sustainable future, Safety and traffic, and Technology and the individual. The theme of Cultural Identity and Internationalism includes understanding one's own roots and culture, as well as getting acquainted with other cultures and philosophies. It aims at making pupils able to function in a multicultural world and understand the component factors of cultural identity. (Finnish National Board of Education, 2004, pp. 36-41)

Basic education in Finland can also be given in languages other than Finnish, for example Swedish, in the case of the Swedish speaking

minority (Basic Education Act, 1998). In this study, I will focus solely on the teaching material used for the Finnish language basic education.

2.3.3 Geography Education in Comprehensive School

Geography education in schools has the important role of telling children about other countries and cultures, although nowadays the media's role as a source for this information has grown (Nieminen, 2003). According to Cantell et al. (2007, p. 3), geography education should enable the pupils to follow the news and give them an idea where to go for more information, if required.

Like the entire school system, geography education is an inseparable part of the current society. Education reflects the society's ideas of learning and the values that are considered important to pass on to the next generations. (Cantell et al., 2007, p. 32)

From first grade to the fourth grade a subject called environmental and natural studies ("ympäristö- ja luonnontieto" in Finnish) is taught in Finnish schools. In the National Core Curriculum for Basic Education it is defined by the Finnish National Board of Education (2004, p. 170) as "an integrated subject group comprising the fields of biology, geography, physics, chemistry, and health education". The focus of environmental and natural studies is, as can be deduced from the name of the subject, in environment and nature and its phenomena. The geographical contents of the subject include familiarising pupils with maps and living environments, as well as Finland, the Nordic countries and other nearby regions. (Finnish National Board of Education, 2004, p. 170)

On fifth and sixth grade of comprehensive school, environmental and natural studies is divided into physics and chemistry, and biology and geography (including health education), and from seventh to ninth grade each of these five subjects is taught separately. (Finnish National Board of Education, 2004, p. 298)

On the fifth and sixth grade the aim of geography instruction is:

In geography instruction, the world and its various regions come under examination. The instruction must help the pupil understand phenomena associated with the activity of human beings and the natural world, and the interaction of those phenomena in different regions. The objective of geography instruction is to expand the pupil's conception of the world from Finland to the whole of Europe and the rest of the world. The instruction is provided so that the pupil gets a sense of the richness of natural and cultural environments around the world and learns to appreciate them. Instruction in geography must create a foundation for intercultural tolerance and internationalism. (Finnish National Board of Education, 2004, p. 175)

A positive attitude and appreciation towards other cultures is also mentioned in the objectives for this subject. The characteristics of good performance at the end of sixth grade include knowing how to identify features of their own and foreign cultures. (Finnish National Board of Education, 2004, pp. 178-179)

As stated above, this is when geography education moves to regions further away from Finland. In this study I will focus on the education material used in the fifth and sixth grades of comprehensive school, as this is in many cases likely to be the first time the pupils encounter many of these foreign peoples and cultures, at least in a school environment.

2.3.3.1 Textbooks and Other Teaching Materials

The Oxford English Dictionary (2009) defines textbook as “a book used as a standard work for the study of a particular subject; now usually one written specially for this purpose; a manual of instruction in any science or branch of

study, esp[ecially] a work recognized as an authority”. What is written in a textbook is often taken to be the truth and accepted without criticism. Väisänen (2005, p. iii, 6) states that as textbooks are often considered popularised scientific writings, the knowledge found in them is considered as certain and undeniable.

The ideal of a textbook is neutral and objective. In fact, a textbook is anything but neutral. As already discussed earlier, it tells the reader what is considered important to learn in a given society at a given time, and how things are supposed to be learned. Especially in times of conflict, textbooks are often used as a means to advance a cause. (Mikkilä-Erdmann, Olkinuora & Mattila, 1999, p. 437; Pingel, 2010, p. 22)

Teaching materials, most common of which are textbooks, shape and control the processes of teaching and learning. To which extent, depends on the nature of the subject, the material itself, as well as the teacher, among other things. The lack of textbooks can lower the results of teaching (Westbury 1991 cited in Mikkilä-Erdmann et al., 1999, p. 437) whereas overuse of teaching materials can cause teaching to become mechanical. According to Mikkilä-Erdmann et al. (1999, p. 437), Finnish teaching culture has been described as very textbook-oriented. (Mikkilä-Erdmann et al., 1999, p. 437)

In a questionnaire study conducted in 31 countries in 2000, Rod Gerber found out that textbooks were appreciated far above others as teaching material (Cantell et al., 2007, p. 33-34). Pingel (2010, p. 50) notes, that according to empirical studies students regard the textbook as even more trustworthy than the teacher.

Little research has been done in Finland in the field of textbooks since the 1990s (Kosonen, Haapala, Kuurala, Mielonen, Hänninen & Carvalho, 2009, p. 227). Textbook analyses have traditionally focused on readability of the text and not so much on the content (Väisänen, 2005, p. 3; Armbruster & Anderson, 1991, p. 78).

Soysal and Schissler (2005) talk about transforming subjects into citizens through education. The textbook not only passes on knowledge, but also the values of the society as well as the accepted, official, cultural heritage to the new generation with national objectives in mind (Väisänen, 2005, p. 3, Soysal & Schissler, 2005, p. 1). By analysing textbooks it is possible to find out what a society wishes to teach its future generations (Soysal & Schissler, 2005, p. 7).

As textbooks are nowadays most commonly written by a team instead of a single person, the voice of any one individual cannot usually be found in the text. The underlying voice of the text is that of the official ideology or the institution. (Väisänen, 2005, p. 5)

Väisänen (2005, p. 4) states, that the textbook is a product produced for the organisation of the education. Textbooks reflect the current curriculum, but the form and design comes from the market forces (Väisänen, 2005, p. 9; Woodward, 1994, p. 6367; Pingel, 2010, p. 18). In writing a textbook, compromises have to be made: both pedagogical and, in the case of a geography textbook, geographical aspects, as well as financial factors, have to be taken into account (Cantell et al., 2007, p. 84).

Textbooks are a resource, chosen and explained by the teacher, that the pupil uses to find information to support their learning (Väisänen, 2005, p.

7). Even though curricula and textbooks direct the teaching, the teacher has the ultimate choice in what and how they wish to teach and which information to emphasise (Cantell et al., 2007, p. 26). Thus what is taught does not depend solely on the textbook used. In this study, however, I will ignore the teacher's effect and focus only on the information available in teaching materials.

As it takes several years to produce a finished textbook, the information may be outdated when the book is finally published. However, up-to-date information may be available on supplementary material or on the publisher's website. (Pingel, 2010, p. 35)

2.3.3.2 Pictures in Geography Education

In geography teaching materials' pictures play an essential part. The pictures should be chosen with care, as their quality is more important than their amount. Pictures can vary from maps and drawings to photos of faraway places. They can be seen either as just a way to decorate the text, as way to help learning, as an important source of information or as an efficient way to affect images. (Cantell et al., 2007, pp. 84, 175)

Pictures may add new perspectives, change the angle of approach, or complement the text (Pingel, 2010, p. 48). According to Cantell et al. (2007, p. 175), the pictures used in teaching materials should stimulate geographical thinking, but also evoke feelings and lead to conversation.

How images affect learning depends on the pupil's learning style: visually oriented pupils focus more on the images, whereas verbally oriented pupils focus more on the written text. In general it can be said that learning is more efficient when both pictures and text are being used in teaching. Younger

pupils seem to profit more from the use of illustrations than older ones. Thus books used in earlier grades should include more pictures than books meant for later grades. (Cantell et al., 2007, p. 175-176)

Simple line drawings have been shown to better support learning than realistic photos, which include too many details and where the essential information is easily lost (Cantell et al., 2007, p. 176). Pupils do not necessarily see the pictures the way the teacher expects them to: pupils' own experiences lead them to feel and see different things (Cantell et al., 2007, p. 177).

Cantell et al. (2007, p. 176) have come to three conclusions as to the role of illustrations in textbooks. Firstly, if the pictures are relevant to the text they can significantly enhance the learning. Secondly, if the pictures are unnecessary or are in conflict with the text they can hinder the learning. And thirdly, they offer an assumption that images created by the pupil themselves can enhance learning, although not as likely as existing pictures.

Byram and Esarte-Sarries (1991, p. 197) note, that pictures, for instance, convey cultural information implicitly. Pupils are thus unconsciously absorbing information about other cultures merely by looking at images. Cantell et al. (2007, p. 181) point out, that because a lot of the pictures in geography books deal with foreign people and places, particular attention should be paid to the message they convey. Pictures are more likely to foster prejudices than text, and the images they leave in the pupils' heads can be harder to change (Pingel, 2010, p. 49).

3 METHODOLOGY

As the method of this study I chose qualitative content analysis, as it is a method used to find out what texts actually convey (Krippendorff, 2013, p. 3).

I originally also considered discourse analysis, but as I did not wish to find out how the texts create the world, but what the world is like based on the books, I decided to use content analysis instead.

3.1 Motivation

I first had the idea for this topic when going through some geography books from the 1950s and 1960s. I noticed that these books were full of very stereotypical descriptions of indigenous peoples in particular. I thought it would be interesting to study these books further. As analysing books that are over fifty years old would be a subject for history rather than intercultural communication, my focus gradually shifted towards current textbooks. Even though current textbooks are unlikely to include descriptions that are explicitly racist or demeaning, it is interesting to see whether something is implied implicitly.

3.2 Content Analysis

As mentioned above, the method chosen for this study is qualitative content analysis. Remler and Van Ryzin (2011, p. 76) describe content analysis as a process of coding and analysing qualitative data. Krippendorff (2013, p. 24) describes it as “a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of their use.”

As Krippendorff (2013, p. 2) puts it: "...content analysts examine data...in order to understand what they mean to people, what they enable or prevent, and what the information conveyed by them does." As stated before, the aim of this study is to understand what information primary school geography books convey and its potential consequences, if any.

Krippendorff (2013, p. 3) also describes content analysts as "experts who provide objective accounts of what messages were *intended to convey* or *actually convey*". This study is more concerned with what the texts actually convey, no matter what the author(s) intended to convey.

Krippendorff (2013, p. xii) explains, that it is important to analyse the texts with their context and uses in mind. School books are made for the sole purpose of teaching their readers about a certain topic, and therefore in this study I aim to analyse what these text are actually teaching about the other.

Krippendorff (2013, p. 51) categorises content analysis into six categories: extrapolations, standards, indices and symptoms, linguistic re-presentations, conversations, and institutional processes. This study falls into the category of linguistic re-presentations. Krippendorff says that analysing "texts as re-presentations...is to analyze the conceptual structure that a text invokes in particular readers, the worlds they can imagine, make into their own, and consider real" and that the analysts of re-presentations "seek to rearticulate relevant portions of texts to make readers of their analyses aware of alternative readings or readings by particular others" (Krippendorff, 2013, pp. 66, 68). As school books are considered a reliable source, the world geography books help children imagine may very well be considered real in later life, and this is the

world I attempt to discover by analysing the texts. The interpretations are not necessarily those the author(s) intended.

It was discussed previously how this study is concerned with what Krippendorff calls linguistic re-presentations, the worlds one can imagine based on a text. On evaluating this kind of research, Krippendorff (2013, p. 68) states that

“...in the absence of the reality that re-presentations bring forth, the only criteria applicable to the analyses of re-presentations are whether they answer informed readers’ questions, whether they can withstand critical examination from the perspective of individuals who are familiar with the context of the data, and whether the worlds they rearticulate resemble or add to the worlds of specific readers of the analyzed texts or of other content analysts.”

In this study I hope to rearticulate a world which resembles that of a pupil reading these geography books.

3.3 Data Collection

Initially, I searched the Internet for the websites of major Finnish publishers and their school books, as well as the database of the University of Jyväskylä library. Having found the geography book series, I then looked them up from the university library.

I searched these books for relevant information and collected it into a table. In this table, I categorised all the information by theme (e.g. “General”, “People/population”, “Culture/Religion”, etc.). I continued to edit the table throughout the data collection process based on what came up in the books analysed. Sometimes the categories overlapped (for instance, “Climate” and “Environment/Nature”) were sometimes hard to differentiate between. The table also included all the countries mentioned in the book in question.

There was a table for each continent discussed in the books (Asia, Africa, North America, South America, Australia/Oceania). I also had a table titled “General”, where all the general information, such as definitions, was collected. To facilitate the interpretation of the data, it was first divided into categories based on topics which arose from the first read-through of the books (see Appendix 1).

I did not only collect adjectives, but all phrases affecting the image giving of a certain people or region, e.g. “Thailand is a popular travel destination”, “United States of America – The Land of Opportunities”, and so forth.

As these books are also intended for biology education, there is quite a lot of information that is not relevant for the purposes of this study, as the process of cultivating rice or the ecosystem of the rainforest do not significantly add to the image of a country. I do, however, include some references to the environment, as the image of a country is affected by the fact whether there is desert, rainforest, or tundra.

3.4 Limitations of Study

The effect of the teacher was not taken into account in this study, nor the teacher’s manuals, which give the teacher guidelines on what to teach and how. Pupils at this level rarely learn solely by reading a textbook.

An interpretation of data is always dependant on the interpreter’s own background, no matter how unbiased one attempts to be. Therefore, the results of this study may be affected by my Finnish background, as well as my previous experiences. On the other hand, the target audience of the books

analysed are Finnish children. Therefore, I as a Finn have the same cultural background as the assumed readers of these books, and therefore will probably read similar things in the texts as they do.

Also, every person interprets the information differently and no one's interpretations can be considered universal. I attempt, for my part, to draw attention to how these text might be interpreted and how they could affect one's image of a person or a region.

There is always the possibility that some data may have been lost in the handling process. The data collected is what stood out to me personally, so again, there is a chance of a personal bias affecting what I have noticed and deemed important.

4 ANALYSIS

The group of people I chose to study in my thesis are the people living outside Europe and the Asian part of Russia. It is these people that are viewed as the most distant from us "average" Finns, and for many children the first encounter with them is on a geography lesson. Their culture, appearance, and customs are viewed as differing considerably from ours from the point of view of Finnish textbook authors.

In this study I will focus not only on the image given of the people themselves, but also their customs, values, living environments, and anything else relevant to the image created of them by textbook authors.

4.1 Data

The books analysed in this study are the geography textbooks currently in use in grades five and six of basic education in Finland. As mentioned before, basic education in Finland can also be given in languages other than Finnish, but in this study only the material in Finnish is analysed.

The analysed data was found by searching University of Jyväskylä library database as well as by searching the websites of major Finnish publishers. The editions of each book are the most recent available at the time of the start of the analysis.

Today many sources besides the traditional textbook are used in geography education, often including, for example, exercise books and electronic materials. There are also several organisations that publish learning materials, such as online material, games, etc., usually specific to a certain topic. These can be used in addition to the textbooks. (Cantell et al., 2007, p. 83-84)

Teacher's manuals help the teacher with planning lessons. However, textbooks should be understandable for the pupils even without the teacher's guide. (Pingel, 2010, p. 30)

There are five series of books by four different publishers currently in use in geography education on grades five and six in Finland: *Luonnonkirja* (published by WSOY), *Pisara* (WSOY), *Jäljillä* (Tammi), *Koulun biologia ja maantieto* (Otava), and *Polku* (Edita).

All of these series include at least a textbook and a teacher's manual. *Luonnonkirja*, *Jäljillä*, and *Koulun biologia ja maantieto* also include

a separate exercise book. In *Polku*, there are some exercises after each chapter in the textbook. *Koulun biologia ja maantieto (KBM)* has also a simplified version of the textbook for special-needs education. *Luonnonkirja*, *Pisara*, and *KBM* have online material as well, which consists of additional exercises for pupils. The web material of *Koulun biologia ja maantieto* is available free of charge, whereas there is a fee to access the web materials of the two WSOY books *Luonnonkirja* and *Pisara*.

Some of these books include material for physics and chemistry as well as biology and geography, whereas others only include biology and geography. In all of these books biology education is partially integrated with the geography education. Geography education comprises of physical and human geography, as well as geology.

There might be several chapters about a certain region, where topics like climate, nature (including vegetation and animals), geography, people, and culture of that region are discussed, or a full spread on a single country.

Due to the limitations of a master's thesis, I will only analyse textbooks in this study.

4.1.1 Textbooks

The textbooks analysed in this study were:

- *Jäljillä 5* (Lindgrén, Marttinen, Sukselainen, Paso & Pudas, 2008)
- *Jäljillä 6* (Ertimo, Laitakari, Maskonen, Seppänen & Tulivuori, 2010)
- *Koulun biologia ja maantieto 5* (Jortikka, Maijala, Nyberg & Palosaari, 2007)

- *Koulun biologia ja maantieto 6* (Arjanne, Leinonen, Nyberg, Palosaari & Vehmas, 2009)
- *Luonnonkirja 5* (Honkanen, Raekunnas, Riikonen & Saarivuori, 2005)
- *Luonnonkirja 6* (Honkanen, Raekunnas, Riikonen & Saarivuori, 2009)
- *Pisara 5* (Cantell, Jutila, Laiho, Lavonen, Pekkala & Saari, 2011)
- *Pisara 6* (Cantell, Jutila, Laiho, Lavonen, Pekkala and Saari, 2011)
- *Polku 5* (Agge, Ahonen, Heiskanen, Juuti, Kesler, Purme & Uitto, 2008)
- *Polku 6* (Agge, Ahonen, Heiskanen, Juuti, Kesler, Purme & Uitto, 2009)

All of the books included both biology and geography; *Luonnonkirja* also includes physics and chemistry.

Due to the new National Core Curriculum coming to use in autumn 2016, these books will most likely face some changes. *Luonnonkirja* appears to have been discontinued for primary education, possibly also due to the joining of the publishers of *Luonnonkirja*, *Jäljillä*, and *Pisara* into Sanoma Pro Oy in 2012 (booky.fi, 2012). It is however included in this study as it may still be in use in schools.

The exact references for the analysed books can be found in the bibliography. Here, I use the name and grade of the book. In case both 5th and 6th grade books are used, I will add the grade in the reference in the text.

4.2 Analysis

The analysis is divided into sections based on regions or cultural/ethnic groups, as well as the analysed books. Where possible, the analysis is done on the level of countries and/or peoples.

In each section, I first attempt to briefly summarise what is said of each continent in each book, to give a brief overview and background information what I have based the keywords on. These keywords will be then collected in a summary table at the end of each section. The keywords collected in the tables paint an image of a region, country, or people according to each book. The summaries do not necessarily include all the information used as the basis for the keywords, but should give a basic idea. All the information on a region comes from the analysed book unless otherwise stated.

Mostly, the keywords will be listed after the summary in *Italics*, but especially in very short paragraphs they can be included in the actual summary and only italicised.

If there is only little information about a country in just one of the books it may be included in a table with another region, as the table would be rather pointless. On the other hand, even if there is relatively much information in just one of the books, it will still get its own table for the sake of clarity.

I considered dividing the tables based questions such as “Where do the people live?”, “What do they believe?”, “What is the nature like?”, etcetera, but as not all the questions are always answered, I thought there might be too many empty rows, and therefore included everything together.

Since the books are also meant for biology education, they contain quite a lot of information about climate, environment, and animals, but this information will be mostly ignored for the purposes of this study.

As this is not a comparative study, I will not compare what is said with the other books, unless there is a particular reason to do so, or something

stands out. I will also not be checking whether or not the information is correct and accurate, unless it is something quite obvious even without fact-checking.

The translations from Finnish are made by me. I have attempted to keep as close to the original meaning as possible and, when needed, tried to explain possible different connotations a Finnish-speaker might notice.

I have defined the regions if the definition is not obvious (e.g. Africa, China, etc.). The definitions may differ from those in the books, as their definitions of some regions differ from each other. In those cases, I have tried to reorganise some of the information if it clearly relates to another region.

4.2.1 Africa

This section contains general information on Africa which cannot be directly linked to a specific smaller region or a people.

Jäljillä 6

There are hundreds of tribes with their own languages and cultures in Africa. The climate in Africa is hot but the rainfall varies greatly around the continent leading to different environments (p. 46). I summarise this as *hundreds of tribes, cultures, and languages; hot, and varying nature*.

Over 60 % of Africans get their livelihood from agriculture, which is more than in any other continent. As a comparison it is stated that, for example, in Finland only 6 % are still working in agriculture. (p. 46) The “still” gives an impression that Africa is somehow backwards as so many people still work in agriculture. Africans are also bunched together into one group of people who work in agriculture without considering variation between the countries. This is included as simply as *agriculture (still)*, though, as other

sources of livelihood are not really discussed. The “still” is included, as it gives an impression of Africa being more “backwards” than Finland.

Africa has remarkable natural resources but is still the poorest continent. One of the reasons for this is that only few African countries have managed to refine their resources into products. Periodic famine and infectious diseases also affect people’s lives. (p. 46) The poverty is emphasised by the fact that it is said Africa is the poorest continent in the world. I have summarised this into *natural resources; poverty, and famine and disease*.

European countries conquered Africa in order to get raw material and labour force (p. 46). The keywords are *conquered by Europeans*.

The biggest populations are the fertile regions along the rivers and on the coast (p. 46). This is included in the summary as *population along rivers and on the coast*.

Today Africa is urbanising more rapidly than any other continent. The centres of most cities are told to be modern business centres, but around the edges of the cities there are vast slums. (p. 46) This is a rare example of discussing modernity in Africa, as well as cities. As I feel the attempt to include modernity is significant to the image, the summary will be *rapid urbanisation, and slums and modern business centres*.

Koulun biologia ja maantiö 5 & 6

Africa is described as a *colourful* continent and the *continent of the future* (5th grade, pp. 78, 79).

Africa is mainly highland; lowland can only be found on the coast. The big lakes and rivers of the continent are also discussed. The nature varies from rainforest to deserts and from Mediterranean biome to savannahs

(5th, pp. 78, 79, 80). This is summarised as *mainly highland; big lakes and rivers, and varying nature*.

The population is unevenly spread in Africa, with the deserts and rainforest almost uninhabited (6th, pp. 64, 65). The keywords are *unevenly populated*.

Africa's problems are discussed quite extensively. Poverty, drought, dangerous diseases, and unrest are told to be problems in many African countries. In developing countries there is little industry, families have many children, the population has a low level of education, and not enough food is produced. Although some of this is about developing countries in general, as it is in the section about Africa, I will include it in the African summary, as I believe this is what it will be associated with in the minds of pupils. (5th, pp. 79, 80) I have decided to summarise this as *developing countries and many significant problems*, as I do not feel it is necessary to list all of them separately.

Children and youth form the majority of Africans. The children are said to play happily and the youth to be hopeful about their future just as Europeans. So the happiness of a person does not depend on the colour of their skin or their wealth. An African proverb says: "Europeans have a clock but Africans have time". We Europeans would have a lot to learn from Africans. (5th, pp. 79, 80)

This is one of the few instances, where the authors seem to attempt to convince the readers that we are all the same, after all, and even idealise the way the others live. The summaries here are *children and youth; not so different from Europeans, and could teach Europeans values*.

The African history is told to be a sad one. Europeans exploited the continent which slowed down Africa's development. Colonies were formed without caring about the tribal territories, which has led to conflicts and war. There was no infrastructure when the countries gained their independence and most farming products were grown for export. Even today, not enough ordinary food plants are grown which leads to a lack of food in many African countries. (5th, pp. 79, 80)

In the story of Africa, Europeans are clearly the bad guys and Africa is their victim. Almost all of Africa's problems (underdevelopment, war, famine) today are blamed on the Europeans. The summary here is *colonial past led to problems*.

In the Sahara, people make their living from nomadism or trade. Farming is practised on oases and with the help of irrigation channels. The camel is said to be an important domestic animal. (pp. 65, 84, 86, 87) This is summarised as *Sahara – nomadism and trade, camels, and irrigation*.

Luonnonkirja 6

Africa is mostly highland with some lowlands on the coasts. The highest mountain peaks are always covered in snow. There are also big rivers and lakes. (p. 43) Questions emphasise nature, giving the impression that there are no cities. The summary here is *highlands and snow-capped mountains, and big rivers and lakes*.

Rainforests, deserts, Mediterranean biome, and savannah are also discussed quite extensively, as typical in these books (p. 47-49, 51-53, 55-57). They are summarised briefly as *varying climate. Agriculture* (p. 54-57) and *natural resources* (58-60) both get their own section.

Scientists assume that the human species has developed in ancient East Africa and spread out to other continents (p. 63). This is under the headline “Why is Africa an especially significant continent for humans?” which emphasises its significance to the author(s). I have summarised this as *birth place of human species*.

Natural resources have drawn Europeans to Africa. Raw material from the colonies was brought to Europe for industry. Altogether around 10 million Africans were brought to America as slaves. Most African countries have only gained independence after the 1960s and have not yet had time to develop further than producing raw material. (p. 64-65) Here, time seems to be used as the reason for Africa not having developed further. It can be read between the lines that this is because of something the European colonial powers did. The summaries here are *European colonies and exploitation; slaves brought to America, and have not had time to develop*.

Approximately a third of Africans are Muslim and the Islamic culture can be seen especially in North and East Africa (p. 64). I have summarised this as *a third are Muslim*.

There are approximately 1500 tribes with approximately a thousand languages (pp. 62, 65). The keywords are *many tribes and languages*.

At the beginning of the different sections there are “conversations” between (presumably) children. One of them tries to bring up the variety within Africa: “All Africans must live in clay huts.” – “Definitely not! There are big cities of over a million people.” – “Africa is such a large continent that very different people live there.” (p. 62). There is also an image of traffic in an unspecified African city, with a caption telling how in Africa,

too, “cities are growing and original cultures disappearing” (p. 64). Here, the variety within the continent is brought up. I have summarised this as *clay huts and cities*, as the diversity is also included in the previous paragraph’s summary.

In the rainforest villages are few and far between and their people are isolated from each other. Sources of livelihood include gathering, hunting, and growing root vegetables. (p. 63) The summary for this is *rainforests sparsely populated and hunting, gathering, and farming in rainforests*.

Pisara 6

African countries are told to be *developing countries* and many suffer from *poverty* (pp. 50, 51).

Wars have been and are still being fought in many African countries, leading to millions of people having to move to refugee camps and some even to Europe (p. 50). The summary is *wars and refugees*.

Other issues related to poverty is said to be diseases and environmental problems. In Africa, AIDS, cholera, and malaria affect the lives of millions of people, and desertification and cutting down rainforests are serious environmental issues. (p. 50) I have summarised this as *diseases; desertification, and cutting down rainforests*.

The most common vegetation zones of Africa are rainforest, savannah, and desert (pp. 28, 29). The climate, vegetation, and animals are discussed quite extensively, but as it is not relevant for the purposes of this study it will be mostly ignored and only *rainforest, savannah, and desert* will be included.

Slash-burning is practised in the rainforests, and as the nutrients run out after a few years, the families move on to clear new fields (p. 37). The summary is *slash-burning in the rainforest*.

The population of Africa is constantly growing. Although the majority of Africans live in villages, urbanisation is heavy. (p. 27) The keywords are *population growth* and *urbanisation*.

There are as many as 1500 tribes with their own languages and customs in Africa (p. 30). This is summarised into *variety of tribes*.

In East Africa, Christianity is the most common religion, whereas in the western parts Islam and natural religions are dominant (p. 30). The summary here is *Christianity, Islam, and natural religions*.

The mild climate, landscape, and natural riches have lured Europeans to Southern Africa, bringing European customs, languages, and Christianity along (p. 31). I have summarised this as *European culture in the south*.

The roots of rock and jazz music, for example, are in African music (p. 51). Here, the effects of African culture(s) in other cultures are briefly mentioned. It is included in the summary as *affected other cultures*.

The value of family in many African cultures is discussed: it is said that people take good care of their relatives and the elderly are respected and asked for advice. The images also tell that there are large families in Africa and that siblings take care of each other. (p. 51) The keywords are *family valued*.

Another part of the African culture is told to be a close relationship to the nature. Nomads and the people of the rainforest are

mentioned as an example of this. (pp. 37, 51) The keywords here are *close to nature*.

The values discussed above seem to be appreciated by the author(s) as the headline of the section is “What can we learn from Africans?” (p. 51). This is included in the summary as *we could learn from Africans*.

Researchers assume that the human species has developed in ancient East Africa (p. 30). The phrase included in the summary for this is *birthplace of human species*.

Europeans conquered the continent as colonies, the riches from which exported to Europe for use in industry (pp. 50, 51). This is summarised as *colonised and exploited by Europeans*.

Cities are also referred to in this book; there is even an image from a city in Togo, where the caption states that: “There are many buildings and lots of traffic in the cities.” The people are wearing modern clothing and riding scooters with what looks like a church on the background. (p.27) This is one of the rare images depicting *modernity in cities*.

Tourism is an important source of livelihood (p. 42).

Polku 6

There are thousands of different peoples in Africa and no one common culture. 40 % of Africans are Muslim, 45 % Christian, and approximately 15 % of the population practise traditional natural religions. (pp. 77, 78, 90) This is summarised as *variety of cultures and religions*.

The continent is *unevenly populated*, and majority of the people get their livelihood from *agriculture* (p. 90-91).

African climate and vegetation varies from desert to savannah to rainforest. The world's biggest swamp areas are also in Africa. (pp. 78, 80, 82, 88) The summary is *desert, savannah, and rainforest and biggest swamps*.

There are many riches in Africa, such as gold, oil, uranium, and diamonds. The majority of raw material is exported unrefined so Africans themselves do not benefit much from it. (pp. 80, 98) This is summarised as *exporting raw material*.

A headline describes the people of Africa as "A poor, yet rich population". This leads to the following paragraph: "The majority, approximately 80 % of Africans are poor. Yet, poverty does not always mean misery. Often even a small income is enough for happiness. A diverse culture is also richness." (p. 80) The keywords are *financially poor yet culturally rich*, as this seems to be something the author(s) wish to emphasise.

Traditionally, the people of the rainforest have lived conserving nature, but as the population grows, more and more rainforest is cut down (p. 88). The summary is *cutting down rainforest*.

Desertification of the Sahel region is also discussed. Life in the dry regions is told to be challenging and a dry year causes loss of crop and famine. Too much pasturage and collecting firewood can reduce vegetation and increase erosion. Taking care of the environment and conserving vegetation is secondary to families when food is needed to stay alive. The same goes with the destruction of rainforests. (pp. 83, 88)

This is another attempt to explain the situation or actions of Africans, and to bring forth the point of view of the other: although it is

explained that desertification is bad, the reasons for the people's behaviour is also discussed. I have included this as *conserving nature secondary to survival*.

According to the book, the majority of the people in rainforest villages live like other people on earth: they work, go to school, play soccer, and listen to music (p. 88). This is summarised as *people of the rainforest just like everyone else*, as once again this is an issue that is highlighted.

The population growth is very rapidly despite the high infant mortality rate, especially on the countryside where the children are expected to take care of their parents when they are old (pp. 90, 91). The summary is *rapid population growth; high infant mortality, and children security for old age*.

Africa as the birthplace of the human species is discussed. Africa is also told to have a rich and varied history; the Egyptian pharaohs and thriving kingdoms south of Sahara are mentioned as examples. (p. 78) This is included in the summary *birthplace of human species and rich history*.

Europeans colonised African countries starting from the 16th century and used the continent's riches and enslaved people (p. 78). This is summarised as *colonised and exploited by Europeans*.

Africa's other problems are told to include *hunger, war, diseases, and lack of clean water* (pp. 80, 92, 95, 98).

The lack of education in Africa, especially for women, is discussed on some detail, and the importance of education emphasised (pp. 91, 98). Therefore, I will include in the summary as *lack of education especially for women*.

The high status of the family, by which a larger group of relatives is meant than in Europe, is in common for most Africans. It is stated that this

way of thinking is called collectivistic, whereas in the West individualism is valued more. (p. 90) The keyword here is *collectivism*.

Many old customs and celebrations have long traditions. Dressing up for celebrations and decorative skin paintings are also discussed. Skin paintings and masks are used to send messages. Children are also asked to design their own face paintings and explain their meaning. (pp. 91, 92) I have summarised this as *tradition and masks and skin painting*.

Other topics mentioned include *national parks* (p. 78), “Many Africans live in traditional *clay huts*” (p. 80), and top *long-distance runners* in Africa, like Ethiopia’s Pamela Jelimo (p. 90).

There is an image of tea plantations in Uganda on page 88. As there is no further information on Uganda, *Uganda – tea plantations* will be included in the table with Africa.

Summary

Table 2

Summary of Africa

Jäljillä	KBM	Luonnonkirja	Pisara	Polku
Hundreds of Tribes, Cultures, & Languages	Colourful Continent of the Future	Highlands & Snow-capped Mountains	Developing Countries Poverty	Variety of Cultures & Religions
Hot	Mainly Highland	Big Rivers & Lakes	Rainforest, Savannah, & Desert	Unevenly Populated
Varying Nature	Big Lakes & Rivers	Birth Place of Human Species	Slash-Burning in the Rainforest	Agriculture
Agriculture (Still)	Varying Nature	Varying Climate	Population Growth	Desert, Savannah, & Rainforest
Natural Resources	Developing Countries	Agriculture	Urbanisation	Biggest Swamps
Poverty		Natural Resources		Rapid

Famine & Disease	Many Significant Problems	European Colonies & Exploitation	Variety of Tribes	Population Growth
Population along Rivers & on the Coast	Children & Youth	Slaves Brought to America	Christianity, Islam, & Natural Religions	Exporting Raw Material
Rapid Urbanisation	Not So Different from Europeans	Have Not Had Time to Develop	European Culture in the South	Financially Poor Yet Culturally Rich
Slums & Modern Business Centres	Could Teach Europeans Values	A 3 rd Are Muslim	Wars	Cutting Down Rainforest
	Colonial Past Led to Problems	Many Tribes & Languages	Refugees	Conserving Nature Secondary to Survival
	Unevenly Populated	Clay Huts & Cities	Diseases	People of the Rainforest Just Like Everyone Else
	Sahara – Nomadism & Trade, Camels, & Irrigation	Rainforests Sparsely Populated	Desertification	High Infant Mortality
		Hunting, Gathering, & Farming in Rainforests	Cutting Down Rainforests	Children Security for Old Age
			Affected Other Cultures	Birthplace of Human Species
			Family Valued	Rich History
			Close to Nature	Colonised & Exploited by Europeans
			We Could Learn from Africans	Hunger, War, Diseases, & Lack of Water
			Birthplace of Human Species	Lack of Education Especially for Women
			Modernity in Cities	Collectivism
			Colonised & Exploited by Europeans	Tradition
			Tourism	

				Masks & Skin Paintings National Parks Clay Huts Long- Distance Runners Uganda – Tea Plantations
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4.2.2 North Africa

This section includes the information on northern Africa, approximately north of the Sahara, which cannot be directly linked to a specific country or people.

Jäljillä 6

The most important sources of income in North Africa are oil and natural gas, since it is almost impossible to grow anything in the Sahara, which is mostly rocky with sand near the edges (p. 46). The keywords area *Sahara* and *oil*.

Luonnonkirja 6

Northern Africa is told to be dominated by *Islamic culture* (p. 65).

Pisara 6

North Africa is said to be the area of Islamic religion and culture. Rough conditions are told have affected the North African culture but no details of this are given. The majority of people live in cities on the coast, but there are nomads living in the desert as well. An image of a bazaar is also included. (p. 31) This information is included to the summary table as *Islamic religion and*

culture; rough conditions; cities on the coast; nomads, and bazaars. The last is included as it is an example of the local culture.

Summary

Table 3

Summary of North Africa

Jäljillä	Luonnonkirja	Pisara
Sahara	Islamic Culture	Islamic Religion & Culture
Oil		Rough Conditions
		Cities on the Coast
		Nomads
		Bazaars

4.2.3 Egypt

Jäljillä 6

The ancient Egyptian civilisation is said to have born thanks to Nile's annual floods fertilising the earth, which drew people to the region. After the Nile was dammed, it has been possible to regulate the floods and produce electricity at the same time. In addition, Cairo and its population of around 18 million are mentioned. (pp. 43, 46) The summary here is *ancient civilisation; the Nile; Aswan Dam; hydropower, and Cairo.*

Koulun biologia ja maantieto 5

Egypt is a desert country and the Nile riverfront is a long river oasis where 99 % of Egyptians live. The main language is Arabic. (pp. 85, 87) I have summarised this information as *desert; population in Nile Valley, and Arabic.*

Egypt's most important sources of livelihood are *tourism, oil refining, industry, and agriculture* (p. 87).

Agriculture has been practised in Egypt for thousands of years with the help of irrigation channels and nutritious sludge carried by floods until the Aswan Dam was built in the 1960s. With its help more farmland was gained, floods are controlled, and electricity is produced through water power. There are also big and efficient farms in Egypt, but in most part the agriculture is still quite primitive. Egyptian agriculture cannot feed the entire population, so food has to be imported. (p. 85-86) This is summarised as *long history of agriculture; irrigation; Aswan Dam; hydropower, and importing food*.

Pyramids and other historical sights are told to tell about Egypt's brilliant past, and there are images of them as well (p. 85). Here, the keywords I have decided to include in the summary are *pyramids and other historical sights, and ancient culture*.

The gap between the rich and the poor is said to be visible everywhere. Many poor people who have moved from the countryside looking for jobs live in slums where unemployment and crime are problems. The wealthy neighbourhoods, on the other hand, are green and well-kept, and people have servants. (pp. 86, 87) The keywords are *unevenly distributed wealth and slums and wealthy neighbourhoods*.

Especially in the big cities in Egypt a good education is said to be important for both girls and boys. In a story about girl called Nada, it is told that her mother, like many wealthy Egyptian women, is well-educated and works at the university. (p. 87) As the authors attempt to highlight the fact that

women are educated, too, I will include this in the summary as *education for women as well*.

Current culture is only mentioned briefly: the majority of Egyptians are told to be Muslim, which affects for example their customs and clothing, and family is said to be very important (p. 87). No example of these customs or clothing is given here, but they are discussed in other parts of the book (see the section about Islam). The keywords here are *Islam* and *importance of family*.

Other things mentioned include the *Suez Canal* and *Cairo*, which is said to be the second largest city in Africa (pp. 86, 87).

Luonnonkirja 6

The majority of Egypt is desert, with population focused in the Nile Valley and on the coast. The picture of Egypt as a desert country is emphasised by discussing all the different desert regions. The only vegetation in the desert can be found on oases. (p. 72) The keywords are *desert and oases*.

Agriculture, which has been practised in the Nile Valley and delta for millennia, is the basis of Egyptian economy. Floods brought fertilised the fields until the Aswan Dam was built. With its help the floods are controlled and hydroelectricity produced. (p. 72) I have included this in the summary as *Aswan Dam* and *hydropower*. Agriculture is included in the next paragraph with the other sources of livelihood.

Besides agriculture, income from oil is important for Egypt. Egypt also makes money from the canal dues from the Suez Canal. Over the years, tourism has become an increasingly important source of income for

Egypt. (p. 73) The sources of livelihood are summarised as *agriculture, oil, and tourism*.

Local dishes are discussed, as is usual in this book. These include, for instance, a bean stew and the local equivalent of falafel, which has been eaten since the Pharaonic times. The national drink is made of hibiscus leaves. In Egypt, as everywhere in the Arab world, coffee is an important drink. (p. 73) I have decided to include *hibiscus tea and coffee*, and *bean stew and falafel* in the summary.

The local coffee shops are described as places meant for men, and where newspapers are read, hookah is smoked, and domino, backgammon, or chess is played. It is said, that female tourists can only go to these places with a man. (p. 73) I will summarise this briefly as *coffee shops and hookahs*.

Egyptian culture is told to be one of the oldest in the world. Pyramids, the sphinx, and mummies are mentioned as its traces. There is also an image of the mask of Tutankhamun. (p. 73) The keywords here are *ancient culture*, and *pyramids, sphinx, and mummies*.

Pisara 6

Egypt is a desert country. Both population and agriculture are focused in the valley of the Nile. Water is piped to the fields from the Nile. The Nile is also an important fishing area and waterway. (pp. 31, 46, 47) The keywords are *desert; population in Nile Valley; irrigation, fishing, and the Nile*.

Cairo is one of the world's largest cities and Africa's largest city. More people are constantly moving to the outskirts of the city. There are very wealthy areas and in the nearby blocks there are slums. Epidemics are told to

often spread in the slums. (pp. 46, 47) From this, I have included *Cairo*; *urbanisation*, and *slums* in the summary.

The current of the Nile is controlled with the Aswan Dam, so that there is enough water all year round. The dam's hydro-electric power plant produces a lot of electricity. (pp. 46, 47) The summary is *Aswan Dam* and *hydropower*.

As in all of North Africa, *Islam* is an essential part of Egyptian culture (p. 47).

Egyptian history extends back thousands of years. Historical destinations, such as the pyramids interest tourists. People can also spend time on the beach, ride on a camel, and go diving. Along with the production of oil and natural gas, tourism is Egypt most important source of income. (p. 47) The summary is *ancient culture*, *tourism*, and *oil*.

Polku 6

The fertile Nile Valley enabled farming and the birth of the great Egyptian civilisation. Just outside the valley the drought of the desert begins. (pp. 78, 79) This is summarised into *ancient civilisation* and *Nile Valley and drought*.

Summary

Table 4

Summary of Egypt

Jäljillä	KBM	Luonnonkirja	Pisara	Polku
Ancient Civilisation	Desert	Desert & Oases	Desert	Ancient Civilisation
The Nile	Population in Nile Valley	Agriculture, Oil, & Tourism	Population in Nile Valley	Nile Valley & Drought
Aswan Dam	Arabic	Aswan Dam	Irrigation	
Hydropower	Tourism, Oil	Hydropower	Fishing	

Cairo	Refining, Industry, & Agriculture	Ancient Culture	The Nile	
	Long History of Agriculture	Pyramids, Sphinx, & Mummies	Cairo	
	Irrigation		Urbanisation	
	Aswan Dam	Hibiscus Tea & Coffee	Slums	
	Hydropower	Bean Stew & Falafel	Aswan Dam	
	Importing Food		Hydropower	
	Unevenly Distributed Wealth	Coffee Shops & Hookahs	Islam	
	Slums & Wealthy Neighbourhoods		Ancient Culture	
	Education for Women As Well		Tourism	
	Islam		Oil	
	Importance of Family			
	Pyramids & Other Historical Sights			
	Ancient Culture			
	Suez Canal			
Cairo				

4.2.4 Morocco

Pisara 6

It is told, that the effects of the Arab culture can be seen in Morocco, for example in the Arabic language spoken there. Islam is told to be the most important religion. Tourism is also brought up and the northern coast of Morocco is told to have many popular travel destinations. There is also a picture

of rug/carpet salesmen in Rabat. (p. 48) This is summarised as *Arabic Culture; Islam, and tourism*.

Summary

Table 5

Summary of Morocco

Pisara
Arabic Culture
Islam
Tourism

4.2.5 Tanzania

Koulun biologia ja maantiето 5

The most important sources of livelihood are agriculture, industry, tourism, and fishing. Some difficulties agriculture faces in Tanzania are also mentioned: crop failure if the rainy season is late and cattle disease spread by the tsetse. The tsetse is also told to spread a sleeping sickness that weakens humans. (pp. 92, 94) I have summarised this into *agriculture despite difficulties, and industry, tourism, and fishing*.

Tanzania is a poor developing country. On the countryside, the population is growing rapidly and there is not enough livelihood for everyone, which leads to many moving to big cities. The well-to-do city-dwellers are told to live in apartment buildings, have mobile phones, and many have an Internet connection. Yet the majority of Tanzanians are very poor and there are large dreary slums around cities. (pp. 93, 94) The contrast between the city life and

life on the countryside is discussed here to some degree. I will summarise this as *poverty; urbanisation, and modernity in cities*.

There is a story of an 11-year-old girl called Rehema, with some information about the lives of children in the Tanzanian countryside. Different issues with attending school are discussed (cost, distance), and that some children, especially girls, may stay home to help with housework instead. School facilities may be quite elementary, and there is no school lunch. AIDS and malaria are their consequences to the lives of children are also mentioned. Swahili is told to be the language spoken at school. (p. 93-94) The information from this paragraph will be included in the summary as *all children do not go to school; AIDS and malaria, and Swahili*.

A quarter of Tanzania's surface is national parks or other conservations areas, and tourism has become an important source of livelihood. The beautiful nature, safaris, and mountains lure tourists to the country. (p. 92) The summary is *national parks and safaris and tourism*.

Tanzania is also told to be Finland's longest-term development co-operation partner (p. 93). The simple summary here is *Finland's development co-operation partner*.

Luonnonkirja 6

Tanzania is mentioned as one of the countries with Africa's most European cultures, which is said to be because the European population in Southern Africa (p. 65). The keywords are *European culture*.

Polku 6

Tanzania is briefly discussed on a “postcard”. It mostly describes the Serengeti National Park and its animals. In addition, the people are told to be “just as big an experience” being friendly and always greeting in Swahili, but luckily know English as well. (p. 81) What I take from this is *Serengeti, friendly people, and Swahili and English*.

It is mentioned, that in Tanzania and other sub-Saharan countries, over a third of the population are starving (p. 92). This is summarised as *starvation*.

Summary

Table 6

Summary of Tanzania

KBM	Luonnonkirja	Polku
Agriculture Despite Difficulties	European Culture	Serengeti
Industry, Tourism, & Fishing		Friendly People
Poverty		Swahili & English
Urbanisation		
Modernity in Cities		
All Children Do Not Go to School		
AIDS & Malaria		
Swahili		
National Parks & Safaris		
Tourism		
Finland's Development Co-Operation Partner		

4.2.6 Masai

Jäljillä 6

Masai are told to be one of the best-known tribes in Africa. There is also an image of the Masai with a caption telling how they follow tradition, which includes e.g. wearing red clothes. (p. 46) This is briefly summarised as *tradition* and *red clothing*. The clothing is included as it is a very visible aspect of the culture and also shown in the photo.

Koulun biologia ja maantieto 5

The Masai are only brought up in a caption of a photo, where it is told that they are nomads in Tanzania, and asked how the Masai women have decorated themselves. (p. 93) As the clothing is emphasised I will include it in the summary as well. Therefore, the summary is *nomads* and *traditional clothing*.

Luonnonkirja 6

There is relatively much information on the Masai. They are told to be nomads who usually grow cows and live in Kenya or Tanzania. To the Masai, the amount of cattle is a sign of the owner's wealth, which is why animals are rarely slaughtered for food, even though otherwise everything from the cattle is used. When Masai boys grow into men, they live a few years as "warriors" dancing and playing combat games. Masai men may have more than one wife and are supposedly known for their height and bravery. (pp. 63, 199)

I have summarised this as *nomads, cattle sign of wealth, many wives, dancing and combat games* and *men tall and brave*.

Polku 6

The Masai are told to pass on knowledge to the next generations by dancing, playing instruments, and singing (p. 91). I have summarised this as *passing on tradition through music*.

Summary

Table 7

Summary of the Masai

Jäljillä	KBM	Luonnonkirja	Polku
Tradition	Nomads	Nomads	Passing on Tradition Through Music
Red Clothing	Traditional Clothing	Cattle Sign of Wealth	
		Many Wives	
		Dancing and Combat Games	
		Men Tall & Brave	

4.2.7 The Democratic Republic of the Congo

Below, the Democratic Republic of the Congo will be referred to as DRC or simply the Congo.

Koulun biologia ja maantieto 5

DRC is a rainforest country. There are also highlands and savannah near the borders. (p. 99) I summarise this as *rainforest, highlands, and savannah*.

There are over 250 peoples or tribes living in the Congo, the majority of which are Bantu. Bantu tribes, united by a similar language, live everywhere in Africa south of the equator. (p. 100) The keywords are *over 250*

tribes and *Bantu*. The Bantu are not discussed in enough detail to warrant them their own section.

There are many natural riches in the DRC, such as large forest resources and a lot of mineral wealth (pp. 95, 101). Both the Congolese and many foreign nations have wanted to access the riches, leading to a long past of war and unrest (pp. 99, 100, 101). The summary here is *forest and mineral resources* and *war and unrest*.

Other issues mentioned include the fact that wealth is very unevenly distributed, and that plenty of agricultural products are grown for export, but not enough food can be produced for everyone in the DRC (p. 100). These are included as *very unevenly distributed wealth* and *agricultural products mostly exported*.

The rainforests of the Congo are disappearing due to room being cleared for fields and valuable hardwood being cut down (p. 100). The brief summary here is *cutting down rainforest*.

The River Congo and its tributaries are an important route to the isolated areas inland where there are no roads or they are in bad shape (p. 100). I have included this in the summary as *River Congo important waterway*.

Luonnonkirja 6

The DRC is located in the basin of the River Congo. Near the eastern border there are also mountains. The climate is humid and tropical and the vegetation is mostly rainforest with some savannah towards the edges of the country. The River Congo and its tributaries form a waterway to the otherwise extremely difficult rainforest region. (p. 82) The summary here is *mostly lowlands; mostly rainforest* and *River Congo important waterway*.

The most important employer is agriculture. Some products are grown for domestic use while others are exported. Most of the export money comes from mining products, though. (p. 83) The keywords here are *agriculture and mining*.

Typical Congolese dishes are discussed, too. They are often made with cassava or yam and, for example, fish. Other dishes include dough-covered pumpkin seeds cooked in fat and grilled peanuts. (p. 83) While it is interesting finding out about the different foods around the world, the way this is written makes it seem as if this is the only food eaten (“on workdays mbika [...] is eaten”). I include this in the summary table as *cassava, seeds, and nuts*.

On page 83 there is a whole section and a photo of *gorillas* in the Congo, which I will include in the summary as it is emphasised.

Pisara 6

The DRC is described as a rainforest state. It is told to belong to the cultural region of Equatorial Africa, but as there is no more information in the book on what this means, I have decided to leave it out of the summary. (pp. 30, 36) The keyword included in the summary is *rainforest*.

Plantations in the Congo usually specialise in one plant, such as coffee or cocoa, and the products are exported. Copper and diamonds are mined and also exported. (p. 37) The keywords are *agriculture and mining*.

Cities and villages are sparse in the rainforest and they have been built along the rivers which are used as a waterway (p. 36). I include this in the summary table as *cities sparse in the rainforest* and *rivers used as waterway*.

The long war is told to cause many problems, such as poverty and refugees (p. 37). The summary is *war; poverty, and refugees*.

Another of the Congo's problems is told to be cutting down rainforest to make space for new inhabitants, plantations, and mines, and to use the wood as raw material for paper and furniture. The importance of conserving the rainforest is also discussed, for example to preserve unique plants irreplaceable in medicine production. The image given is that the Congolese want to make the maximum financial profit without any care for nature conservation. (p. 37) This is summarised as *cutting down rainforests*.

Polku 6

Congo is only mentioned in the context of rainforests and more specifically when talking about the endangered gorillas (p. 86). This leads to the summary of *rainforest and gorillas*.

Summary

Table 8

Summary of the Democratic Republic of the Congo

KBM	Luonnonkirja	Pisara	Polku
Rainforest, Highlands, & Savannah	Mostly Lowlands Mostly Rainforest	Rainforest Agriculture & Mining	Rainforest & Gorillas
Over 250 Tribes	River Congo	Cities Sparse in the Rainforest	
Bantu	Important Waterway	Rivers Used as Waterway	
Forest & Mineral Resources	Agriculture & Mining	War	
War & Unrest	Cassava, Seeds, & Nuts	Poverty	
Very Unevenly Distributed Wealth	Gorillas	Refugees	
Agricultural Products Mostly Exported		Cutting Down Rainforests	
River Congo			

Important Waterway			
Cutting Down Rainforests			

4.2.8 Pygmy

Koulun biologia ja maantieto 5

In this book, the Pygmy are discussed in a story of a 12-year-old Pygmy boy, Mbomba. The Pygmy are told to be a little people living in the rainforest, which is both their pantry and medicine cabinet. For food, they hunt game and gather plants and small animals. They live in huts are made of branches and leaves and move from one place to another following game. They trade with the Bantu, whose farms are moving closer all the time threatening their habitat and way of life. It is said, that Mbomba hopes “that he could live in peace in the familiar forest when he grows up and that there was no more war in the Congo”, which gives the idea that the war affects the Pygmy as well. There is also an image of the Pygmy village. (p. 100-101)

I have summarised the previous paragraph into *little people, live in the rainforest, hunting and gathering, simple huts, trade with Bantu, lifestyle threatened, and affected by war.*

Luonnonkirja 6

The Pygmy are told to be an indigenous people still living in the rainforest. Their average height is 142 cm, making them the shortest people on earth. According to the book, their small size is well-suited for the dense rainforest.

(pp. 63, 201) The summary for the Pygmy is *live in the rainforest* and *shortest people on earth*.

Summary

Table 9

Summary of the Pygmy

KBM	Luonnonkirja
Little People	Live in the Rainforest
Live in the Rainforest	Shortest People on Earth
Hunting & Gathering	
Simple Huts	
Trade with Bantu	
Lifestyle Threatened	
Affected by War	

4.2.9 Nigeria

Koulun biologia ja maantieto 6

The only information on Nigeria is that it has the *largest population in Africa* and is located *on the coast of the Gulf of Guinea* (p. 65).

Polku 6

The only thing mentioned about Nigeria is *oil* (p. 91). There is also an image of a severely malnourished Nigerian child (p. 92), which leads to the summary of *starvation*.

Pisara 6

Nigeria is only mentioned in the caption of an image from a market in Lagos, which is told to be one of the big cities in equatorial Africa (p. 30). I will summarise this as *in equatorial Africa* and *Lagos*.

Summary

Table 10

Summary of Nigeria

KBM	Pisara	Polku
Largest Population in Africa	In Equatorial Africa	Oil
On the Coast of the Gulf of Guinea	Lagos	Starvation

4.2.10 Kenya

Luonnonkirja 6

Kenya is a savannah country, although most African biotopes can be found in the country. The capital is Nairobi, which in Swahili means fresh water. There is actually even a photo of the capital city included. (p. 80) The keywords here are *savannah* and *Swahili*.

Agriculture is the most important source of livelihood, and coffee and tea together make up about half of the value of export. In regions too dry for farming, cattle is raised both at ranches and the traditional way, pasturing. Chemicals, textile, vehicle, and food industry exists as well. Nature tourism and hunting safaris have also become an increasingly important source of income. (p. 80-81) This is summarised as *agriculture, industry, and tourism*.

Kenyan food and the ways to cook it are described in detail in this book. The traditional stove is discussed as is the use of dried animal manure is also used as fuel. Some commonly used ingredients are also listed. (p. 81) This emphasises the image of following tradition, as only traditional cooking is discussed. Therefore, I will include it in the summary as *traditional cooking*.

Kenya is described as the “promised land of safaris”, as many of the most famous natural parks of the continent can be found there (p. 81). I have chosen to summarise this as *safaris and natural parks*.

Some of the Kenyan pupils have to study outdoors because of the lack of school buildings, which is emphasised by a photo of children attending school under a tree. (p. 81). This is included as *lack of school buildings*.

Polku 6

It is said, that through development co-operation Finns have built wells in for example Kenya (p. 101). The keyword is *Finland’s development co-operation partner*.

Summary

Table 11

Summary of Kenya

Luonnonkirja	Polku
Savannah	Finland's Development Co-Operation Partner
Swahili	
Agriculture, Industry, & Tourism	
Safaris & Natural Parks	
Traditional Cooking	
Lack of School Buildings	

4.2.11 South Africa

This section is about the Republic of South Africa, as opposed to the region, which I will refer to as Southern Africa.

Luonnonkirja 6

Only 15 % of South Africa's surface is suitable for farming. Even though the agriculture is efficient, it does not bring the country as much money as it used to. In drier regions cattle is grown. Forestry is based on planted forests, and fishing is also important. (p. 74-75) I have summarised this as *agriculture, forestry, and fishing*.

South Africa is the richest and most industrialised country in Africa. Its difference to the rest of the continent is emphasised with the headline on page 61 asking "How does the Republic of South Africa differ from the rest of the African countries?" (the answer appears to be the wealth). Even though its mineral wealth has made the country rich, slums can be found

there as well. (pp. 61, 75) Here, the summary is *richest and most industrialised country in Africa; mineral wealth, and slums*.

The exotic meats eaten in South Africa are mentioned (lamb, antelope, ostrich), as well as barbecuing. Some local dishes are also discussed. (p. 75) The dishes emphasise the similarity with Europe, as they are closer to what Finnish pupils are used to (the local donuts are even compared to the Finnish equivalent). The mincemeat bake is told to originate from Malay slaves in the 17th century, though (p. 75). I have summarised this as *exotic meats, barbecuing, and European style cooking*.

A variety of animals and a nature reserve are mentioned (p. 75), leading to the keywords *nature and animals*.

Apartheid is mentioned briefly as having been abolished in 1994 (p. 61), and defined in the vocabulary on page 194, where it is defined as “Segregation earlier practised in South Africa, where they wanted to keep the blacks and the whites separate”. The keyword is *apartheid*.

The landform varies from lowlands to mountains, and the climate from Mediterranean biome to deserts. Because South Africa is on the southern hemisphere, seasons compared to, for example, Europe are reversed. (p. 74) This is summarised as *varying landform and climate and seasons reversed*.

The images of South Africa are of a city (p. 74), a slum (p. 75), and of students (p. 75), emphasising the image of a more modern country than the rest of the African countries. Thus, I will add *modern* to the summary.

Pisara 6

South Africa is told to be a rich country but the wealth is unevenly divided between the people (p. 49). The summary here is *rich* and *unevenly distributed wealth*.

The only sources of livelihood mentioned are mining and, indirectly, tourism, as South Africa is told to be a popular destination for nature travel and safaris (p. 49). The summary is *mining* and *nature travel*.

South African culture is said to have adopted many European characteristics, even though the most commonly spoken language is Zulu. The majority of South Africans are Christian. (pp. 31, 49) This is summarised as *European culture; Zulu (language), and Christianity*.

Polku 6

South Africa used to be a colony of the UK, but today lands are being returned to the indigenous people. Approximately 10 % of the population are white, primarily descendants of the British, and majority is Christian. The most common languages are Zulu and English. (pp. 94, 96) The keywords and phrases are *former colony of the UK; 10 % white; Christianity, and Zulu and English (languages)*.

South Africa is the wealthiest country with the most developed economy of the continent thanks to diamonds, oil, and a climate suitable for agriculture. Lately, tourism has also helped raise the living standards strongly. (pp. 91, 96, 97) The summaries here are *wealthiest and most developed country in Africa, and natural resources, agriculture, and tourism*.

Summary

Table 12

Summary of South Africa

Luonnonkirja	Pisara	Polku
Agriculture, Forestry, & Fishing	Rich	Former Colony of the UK
Richest & Most Industrialised Country in Africa	Unevenly Distributed Wealth	10 % White
Mineral Wealth	Mining	Christianity
Slums	Nature Travel	Zulu & English (Languages)
Exotic Meats, Barbecuing, & European Style Cooking	European Culture	Wealthiest & Most Developed Country in Africa
Nature & Animals	Zulu (Language)	Natural Resources, Agriculture, & Tourism
Apartheid	Christianity	
Varying Landform & Climate		
Seasons Reversed		
Modern		

4.2.12 Zambia

Luonnonkirja 6

Zambia is also listed as one of the countries with Africa's most European cultures (p. 65). The keyword is *European culture*.

Pisara 6

Zambia is a highland savannah state, and a part of the South African cultural region (pp. 31, 42). I have summarised this as *highland and savannah*.

Zambia's important sources of livelihood include *tourism, farming, and mining* industry. The *dry and rainy seasons* affect farming. (p. 43)

Nomads are told to live on the savannahs, following the rains to regions where water and grass is available for the cattle (p. 43). The keyword here is *nomads*.

There are nature reserves around the country where one can go on safaris. Nature tourism is told to have its pros and cons: hotels and other structures are built on the savannah, and the tourists may also disturb the lives of wild animals; on the other hand, because the savannah is what many tourists come to see, there is will to protect the savannah and especially its animals. (pp. 42, 43) I have summarised this briefly as *nature reserves and safaris*.

Tradition and modernity are said to merge in people's lives (p. 43). Here we have again one of the rare occasions where tradition and modernity are both mentioned as affecting people's lives.

Polku 6

Zambia is mentioned on the list of sub-Saharan countries where over a third of the population are starving (p. 92). The keyword is *starvation*.

Summary

Table 13

Summary of Zambia

Luonnonkirja	Pisara	Polku
European Culture	Highland & Savannah Tourism, Farming, & Mining Dry & Rainy Seasons Nomads Nature Reserves & Safaris Tradition & Modernity	Starvation

4.2.13 Somalia

Pisara 6

Somalia is also discussed briefly. A long war has made Somalia very poor, which is why many people leave the country. Agriculture is the main source of livelihood and Islam the most important religion. There is also a picture of boys playing soccer on the streets of Mogadishu. (p. 48)

I have summarised this as *war*; *poverty*; *emigrants*; *agriculture*, and *Islam*. It is not specified in the book whether the people leaving the country are refugees or not, so I chose to use the term ‘emigrant’ here.

Summary

Table 14

Summary of Somalia

Pisara
War
Poverty
Emigrants
Agriculture
Islam

4.2.14 Senegal

Pisara 6

Peanuts, fish, and oil products are produced in Senegal. Islam is the most significant religion and the official language is French, but many other languages like Wolof and Fulani are spoken as well. It is a popular travel destination also known for its colourful fabrics and rhythmical music. The Dakar Rally is also told to end in Senegal. (p. 49)

I have summarised all the information above into *peanuts, fish, and oil; Islam; French, Wolof, and Fulani; tourism; colourful fabrics and music, and Dakar Rally*.

Summary

Table 15

Summary of Senegal

Pisara
Peanuts, Fish, & Oil
Islam
French, Wolof, & Fulani
Tourism
Colourful Fabrics & Music
Dakar Rally

4.2.15 Sudan

The books analysed were published prior to the independence of South Sudan, so the two Sudans are discussed as one region.

Polku 6

The current population of Sudan is predicted to double within the next 50 years. The official language is Arabic. 70% of the population are Muslim, and a quarter practise natural religions. (p. 95) I have summarised this as *Islam and natural religions; Arabic, and population growth*.

People's income is very low and many live in poverty. In Sudan and especially in Darfur there are clashes and war. In some years, drought has caused famine. Only 60 % of Sudanese can read, and less than half the children start school. (p. 95) I would almost like to summarise this simply as *misery*. The term 'misery' might be a bit harsh, but as the things told about Sudan mostly include poverty, famine, war, population growth, and illiteracy, it does

not seem that far-fetched, if this is the only source of information one has. I have, however, decided on the more detailed *poverty, war, drought, and illiteracy*.

Sudan has rich traditions and a variety of tribal cultures. 145 languages are spoken in Sudan and there are close to 600 tribes. (p. 95) This information is included in the summary as *rich traditions* and *variety of tribal cultures*.

Summary

Table 16

Summary of Sudan

Polku
Poverty, War, Drought, & Illiteracy
Population Growth
Arabic
Islam & Natural Religions
Rich Traditions
Variety of Tribal Cultures

4.2.16 Asia

Although Russia is sometimes discussed in the sections about Asia, I will consider it a part of Europe and therefore not include it in this study.

Jäljillä 6

Over half of the world's population lives in Asia, and it is also the biggest continent. The landform, climate, and vegetation vary greatly. (pp. 85, 86, 88)

The keywords from this paragraph are *large population; biggest continent, and varying landform, climate, and vegetation.*

Other things discussed include the *Himalayas*, Asia's significant *natural resources*, and the *unevenly distributed population* (pp. 85, 88, 89).

There are thousands of peoples with different customs, languages, and cultures. Many Asian languages have a writing system different from ours. (p. 90) This is summarised as *thousands of peoples, languages, and cultures and different writing systems.*

All major religions have been born in Asia. It is said, that the variety of religions has enabled the birth of a rich culture in Asia. (p. 91) The keywords are *birthplace of major religions and rich culture.*

Some of the world's poorest countries are in Asia. There are large differences in wealth even within the same city. There are also very developed industrial countries in Asia. (pp. 90, 93) I have summarised this briefly as *differences in wealth.*

Koulun biologia ja maantieto 6

The size of Asia, both in terms of area and people is brought up, and will be included in the summary as *biggest and most populated continent* (pp. 65, 67).

World's biggest mountain ranges and highest mountains are in Asia. As a contrast, world's largest lowlands can also be found in Asia. The Tibetan Plateau, where people are said to live "on the world's roof", is also mentioned. (pp. 70, 71) I will summarise this as *highest mountains and largest lowlands.*

There are several big, old countries with large populations. Hundreds of peoples live in Asia, and thousands of languages are spoken. (p.

71) The summary for this is *old countries*, emphasising the history of the continent, and *many peoples and languages*, emphasising the cultural and linguistic variety.

The role of Asia in the history of humanity is discussed, including the invention of farming, birth of the big religions, and revolutionising inventions such as the wheel and the compass. (p. 71) I have chosen to summarise this as *significant role in the history of humanity*.

Luonnonkirja 6

Monsoons and floods are told to be a part of Asian life. *Rice* is said to be the most important crop. (p. 130-131)

Over half of the world's people live in Asia. There are numerous cultures and religions, such as Hinduism, Buddhism, and Islam. (p. 131) The keyword are *large population; many cultures, and Hinduism, Buddhism, and Islam*.

The *Himalayas* are also discussed quite extensively (p. 133).

The Sherpa are told to be adapted to the thin mountain air, and are known as helpers to mountain climbers (p. 133). As it is not specified what country they are from, I will include the Sherpa here. The summary for them is *Sherpa – adapted to mountain air and helpers to mountain climbers*.

Pisara 6

It is said that it is impossible to make generalisations about Asia, as there are big differences in terms of both nature (including all climate zones) and culture (pp. 54, 55, 56, 57). This brings up the diverseness of the continent and will be summarised as *differences in nature and culture*.

The world's highest mountain range, the Himalayas, is located in Asia, along with the world's highest mountain. There are also several other mountain ranges in Asia. The Himalayas are told separate both climates and cultures. (pp. 54, 55) I have summarised this as *Himalayas and other mountain ranges*.

Half of the people in the world live in Asia and the population is growing rapidly in many countries (pp. 60, 61). The keywords are *large population* and *rapid population growth*.

For example, the river valleys and coasts of China and India are densely populated, whereas very sparsely areas include the steppes and deserts of Middle East and Central Asia (pp. 60, 61). Nomads herd their goats and sheep on the steppes (p. 56). The summary is *unevenly populated* and *nomads*.

Hundreds of different languages are spoken in Asia and most Asians use a writing system other than ours. The most spoken language in the world is Mandarin. Other big Asian languages are also listed. (p. 60) I have summarised this as *variety of languages*, and *different writing systems*.

Most of Asian cultures are told to have a strong sense of community. This is also discussed in more detail and it is seems that the author(s) see this as a good thing, as the pupils are asked "How do you think the communality important to the Asian could be seen more in Finnish life?" (p. 61). I have decided to summarise this as *collectivism*.

All major world religions (Hinduism, Buddhism, Islam, Christianity, and Judaism) are told to have originated in Asia. Although Christianity originally comes from Asia only a very small part of Asians are

Christian. An image of Buddhist monks is also included. (p. 61) The summary here is *birthplace of major religions and few Christians*.

Almost two billion people are said to eat their food with *chopsticks* (p. 58). This is included as it draws attention to the customs of the other.

Polku 6

Asia is the *biggest and most populated continent*. *World's harshest regions* and the highest mountain range, the *Himalayas*, are located in Asia. (p. 104)

The environment is again discussed quite a lot, but I have decided to summarise it simply as *very varied vegetation* (p. 107).

The majority of Asians make their living from agriculture and 90 % of rice is grown in Asia (pp. 103, 104). The keywords are *agriculture* and *rice*.

The majority of Asian countries are poor developing countries, but there are rich countries, too. In poorer countries, such as China and India, the economic growth has been rapid and the population has become wealthier. (p. 104) This is added to the summary as *both rich and poor countries*, and *rapid economic growth in poorer countries*.

Thousands of languages are spoken in Asia and there are many very varied cultures. All the world's major religions originate from Asia. (p. 104) The main religions are Islam, Buddhism, and Hinduism, but there are numerous smaller religions in Asia as well (p. 118). The keywords here are *thousands of languages; many cultures and religions*, and *birthplace of major religions*.

Because of the destruction of the rainforest have become many animal and plant species extinct or endangered (p. 120). I have summarised this as *destruction of rainforests and extinct and endangered species*.

Chopsticks are used in many Asian countries. It is said that for eating, rice has been cooked sticky and food cut bite-sized. (p. 112) The keywords are *chopsticks and sticky rice and bite-sized food*.

Summary

Table 17

Summary of Asia

Jäljillä	KBM	Luonnonkirja	Pisara	Polku
Large Population	Biggest & Most Populated Continent	Monsoons & Floods	Differences in Nature & Culture	Biggest & Most Populated Continent
Biggest Continent	Highest Mountains & Largest Lowlands	Rice	Large Population	World's Harshes Regions
Varying Landform, Climate, & Vegetation	Old Countries	Large Population	Rapid Population Growth	Himalayas
Himalayas	Many Peoples & Languages	Many Cultures	Unevenly Populated	Very Varied Vegetation
Natural Resources	Significant Role in the History of Humanity	Hinduism, Buddhism, & Islam	Nomads	Agriculture
Unevenly Distributed Population		Himalayas	Variety of Languages	Rice
Thousands of Peoples, Languages, & Cultures		Sherpa – Adapted to Mountain Air & Helpers to Mountain Climbers	Different Writing Systems	Both Rich & Poor Countries
Different Writing Systems			Collectivism	Rapid Economic Growth in Poorer Countries
Birthplace of Major Religions			Birthplace of Major Religions	Thousands of Languages
			Few Christians	Many Cultures and Religions
			Himalayas &	

Rich Culture Differences in Wealth			Other Mountain Ranges Chopsticks	Birthplace of Major Religions Destruction of Rainforests Extinct & Endangered Species Chopsticks Sticky Rice & Bite-Sized Food
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4.2.17 Central Asia

Central Asia consists of Afghanistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan.

Jäljillä 6

The languages and cultures of Central Asia differ from the rest of Asia, partially because of the difficult mountain ranges surrounding the region (p. 98). The keywords are *different from rest of Asia* and *mountains*.

There are deserts and steppes, where agriculture is practiced with the help of irrigation. Irrigation has led to environmental issues such as the drying and pollution of Lake Aral. (p. 100) I have summarised this as *deserts and steppes; agriculture, and environmental issues due to irrigation*.

The Central Asian states used to be a part of the Soviet Union, and are still dependant of Russia. Russian is also commonly spoken. (p. 101) Here, the summary is *former Soviet states; dependant on Russia, and Russian (language)*.

The culture is told to be ancient and many of the cities were old market forums along the Silk Road (p. 101). The keywords included in the table are *ancient culture* and *Silk Road*.

Luonnonkirja 6

Central Asia is said to be mostly *steppe and desert* (p. 135).

Pisara 6

Central Asia consists of the arid inner parts of Asia. Many of its cities have developed along the Silk Road. (p. 55) The summary here is *arid*, and *Silk Road*.

Polku 6

There are vast *steppes and deserts* in Central Asia. (p. 106)

Central Asia has significant riches, such as forests, oil, natural gas, gold, and diamonds. In dry areas agricultural production is possible with the help of irrigation. Despite the riches, the wealth is unevenly distributed. (pp. 106, 107) I have summarised this as *significant riches, agriculture with the help of irrigation*, and *unevenly distributed wealth*.

It is also told that Lake Aral has almost vanished due to its water being used for irrigation of cotton fields and that in Kazakhstan, wolves and foxes are traditionally hunted with horses and trained eagles (p. 106). The summaries for these are *Lake Aral almost vanished due to use in irrigation* and *Kazakhstan - traditional hunting*. The former is rather a long summary, but I felt it necessary to include all of the information. Since there is so little

information about Kazakhstan, it will be included in the same table as Central Asia.

Summary

Table 18

Summary of Central Asia

Jäljillä	Luonnonkirja	Pisara	Polku
Different from Rest of Asia	Steppe & Desert	Arid	Steppes & Deserts
Deserts & Steppes		Silk Road	Significant Riches
Agriculture			Agriculture with the Help of Irrigation
Environmental Issues due to Irrigation			Unevenly Distributed Wealth
Former Soviet States			Lake Aral Almost Vanished due to Use in Irrigation
Dependant on Russia			Kazakhstan - Traditional Hunting
Russian (Language)			
Ancient Culture			
Silk Road			

4.2.18 South Asia

South Asia consists of Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, and Sri Lanka.

Jäljillä 6

It is said that great variations in climate, vegetation, and landform are typical in South Asia. The region is unevenly populated. The majority of the people live on the countryside and make their living from agriculture. Monsoons and the

Himalayas are also mentioned. The cultures are also said to vary greatly, mostly due to different religions. (p. 102, 103, 104, 105)

The keywords included in the summary are *varying climate and landform; unevenly populated; agriculture; monsoons; Himalayas, and different religions and cultures.*

Pisara 6

Heavy monsoon rains and a hot, dry winter are typical to South Asian climate. Rice is cultivated in the monsoon regions and rice cultivation is also discussed in more detail. (pp. 55, 58) The summary here is *monsoons* and *rice*.

Polku 6

There are snowy mountains as well as tropical heat in South Asia. The world's biggest mountain ranges are the borders of the region. Population is concentrated near big rivers and the coast. (p. 118) I have summarised this as *varying nature; biggest mountain ranges, and population near rivers and coast.*

Most South Asians are farmers whose income depends on the monsoon rains. The most important crop is rice, which is told to be an important source of nutrition to many poor peoples, as large amounts of it can be cultivated with little money. (p. 122) Here, the summary is *agriculture; monsoons, and rice*, as it discussed quite a bit.

On page 123 there is an assignment where it is asked to explain with the help of annual rains “why Finns like travelling to South and Southeast Asia in the winter”, hinting that Finns like travelling in this region. I have decided to summarise this as *Finnish tourists*, as there is no “proof” of other tourists.

Summary

Table 19

Summary of South Asia

Jäljillä	Pisara	Polku
Varying Climate & Landform	Monsoons	Varying Nature
Unevenly Populated	Rice	Biggest Mountain Ranges
Agriculture		Population near Rivers & Coast
Monsoons		Agriculture
Himalayas		Monsoons
Different Religions & Cultures		Rice
		Finnish Tourists

4.2.19 Bangladesh

Jäljillä 6

Bangladesh is said to be one of the poorest countries in the world (p. 90). The keyword is *poverty*.

Pisara 6

Bangladesh is located in the delta of River Ganges and a third of the country is flooded every year (p. 58). The brief summary here is *floods*.

Polku 6

Bangladesh is a poor, low-lying country that suffers from floods (p. 118). The summary for this is *poverty* and *floods*.

Summary

Table 20

Summary of Bangladesh

Jäljillä	Pisara	Polku
Poverty	Floods	Poverty
		Floods

4.2.20 India

Jäljillä 6

Things mentioned about India specifically include its large population, Hinduism, and poverty. Its past as a British colony is suggested as a reason for the poverty. In addition, there are three images: one shows how monsoon rains are affecting train traffic, another show people and cows on a street, and the third one is of slums in Mumbai. Slums are also discussed in more detail (pp. 90, 91, 92, 102-103, 105 115)

The keywords I have decided on for the previous paragraph are *large population; poverty; former British colony; Hinduism; monsoons; slums, and cows on streets*, as I feel people on streets are rather expected.

India is a *federation* lead by a *president*. The official languages are *Hindi and English*, but hundreds of other languages are also spoken. (p. 115)

There are several large cities and the population is growing rapidly. It is also said that there is a large gap between the rich and the poor. (pp. 115, 118) Here the summary is *large cities; rapidly growing population, and big differences in wealth*.

There is also an image of *Bollywood* dancers, where the caption discusses film industry in India (p. 115).

India is said to be the world's largest tea producer, and there is also an image of a tea farm (p. 115). Other sources of livelihood mentioned include textile industry and foreign computer companies moving their operations to India to benefit of the low salaries and the employees know-how (p. 105). The keywords are *tea; textile industry; foreign computer companies*, and *cheap labour*.

Koulun biologia ja maantieto 6

There are over a billion people in India. The Indian population is growing rapidly, and it may pass the Chinese population in a few decades. (pp. 65, 82, 84) This is summarised as *a billion people* and *rapid population growth*.

Religion is told to have great significance. Most common of India's many religions is Hinduism. The beliefs of Hindus, such as transmigration of souls and the holy River Ganges, are discussed as well. (pp. 83, 84) This is briefly summarised as *Hinduism*.

India is the world's biggest tea producer and second biggest rice producer. Tea is an important export product, but the rice production is not enough to feed all Indians and rice has to be imported. Over half of Indians get their livelihood from agriculture, but industry has taken giant leaps forward in the last years. Steel and machine industries are in a steep rise thanks to India's rich natural resources, such as coal and iron. (pp. 83, 84)

The sources of livelihood are summarised into *agriculture, tea and rice, natural resources* and *developing industry*. As the significance of

India as a producer of tea and rice was emphasised I wanted to include them in the summary separate of agriculture.

The majority of Indians live in the countryside, but large cities are growing rapidly. Both “fabulous riches and immense poverty”, as well as “modern neighbourhoods and miserable slums” can be found in India. The wealth can be seen in the rapidly growing industrial cities, but villages in the countryside are plagued by poverty. (pp. 82, 84) The keywords here are *riches and poverty* and *modern neighbourhoods and slums*. I have kept the dichotomy of the book in the summary.

There are more cows in India than in any other country. Hindus do not eat beef, because they consider cows holy, but cows have many other uses, which are also discussed in more detail. (p. 83) As the cows are emphasised by giving them a lot of attention, I will also include them in the summary, simply as *cows*.

The caste one is born into is told to affect an Indian’s life greatly, even though the system has been officially abolished, as old attitudes and habits still have a strong effect on people’s lives. (p. 83) This is briefly summarised as *caste system*.

The several states of India differ greatly from one another. There are 19 official languages, of which Hindi and English are most common. English became common during the time India was a British colony. (pp. 82, 84) What I take from this is *Hindi and English most common languages, former British colony* and *differences between states*. The last part, to me, tells that the country is not uniform, which is why I consider it important enough to include.

Only 60 % of the Indian population can read, even though there are many universities and other institutions of high level education. The large number of languages and ethnic groups is told to hinder organising education. (p. 82) It is also stated that the diverse production of computers, computer software, and computer games tells about India's high quality of education (p. 84). Here, the phrases included in the summary are *high level of illiteracy*, *many universities*, and *computer industry*. Here the idea of India as a land of opposites continues.

Other bits of information include the fact that more films are made in India than anywhere else in the world (p. 84) and an image of Indian women wearing a sari (p. 83). These are included as *films* and *saris*.

Luonnonkirja 6

India's climate and landform is told to vary greatly, and it is said to be the second most populated country in the world (p. 154). The keywords are *varying climate and landform* and *large population*.

Agriculture is the largest employer. The uneven distribution of water is a problem for the agriculture, as there may be both extreme droughts as well as big floods. There are a lot of cows in India, but as they are sacred to the Hindu, they are not eaten. For example teak from India's forests is used in furniture industry. It is said, that for a developing country India is very industrialised. (pp. 154, 155) The summary is *agriculture; droughts and floods; cows; wood*, and *industrialised developing country*.

Hinduism is discussed to some length, including the many gods, rebirth, vegetarianism/veganism, holy cows, and the holy River Ganges. The

caste system is also brought up; although it is said it has been officially abolished. (p. 155)

As usual in this book, the local food is also discussed. Especially spices and the tandoor are brought up. The dining situation is also described: people are told to often sit on the floor and eat with their right hand with the help of a piece of bread. Eating is told to be “festive and holy” to Indians. (p. 155) The keywords that will be included in the summary are *spices and the tandoor* and *eating festive and holy*.

Pisara 6

India is the second most populated country in Asia. The population grows with over 15 million a year. (pp. 55, 60, 69) I have summarised this as *large population*, and *population growth*.

Most Indians are said to be extremely poor, but there are also immensely rich people. There are many illiterates but a part of the population receives a good education. Educated people living in big cities can get a well-paid job in, for example, information technology. (pp. 68, 69) The summary is *contrasts in wealth and education*.

India is a developing country and the industry is growing fast. The poor people of the countryside benefit from the cheap and functional technology developed in India recently. India is also a big tea producer. (p. 69) The keywords are *developing country*; *rapidly growing industry*; *technology* (also referring to the previous paragraph), and *tea*.

India is a multicultural country. A big part of Indians are united by Hinduism, but there are also over 100 million Muslims. Besides the

religions, tradition also affects people's lives. (pp. 68, 69) The keywords here are *Hinduism and Islam*, and *tradition*.

The official language is Hindi but hundreds of languages are spoken in India. English is commonly used in business and at universities. The use of English dates back to when India was a colony of the United Kingdom. (pp. 68, 69) This is summarised as *Hindi and hundreds of other languages* and *English used in business and universities*.

Indian restaurants and yoga are mentioned as examples of Indian culture that has spread to Europe with immigrants (p. 68). This is included in the summary as *culture spread with immigrants*.

India is the world's largest film producer and Indian films are said to be popular in many Asian and African countries. Bollywood films are told to be mostly musicals based on old Hindu stories. (p. 69) I have summarised this simply as *Bollywood*.

In an Indian street scene there are women in colourful saris, businessmen in dark suits, a smell of spices (also an image of a spice vendor on page 69), vendors shouting, and cows walking in the middle of the street. (p. 68) This seems to draw a picture of a *mixture of tradition and modernity*.

Hundreds of thousands are told to die every year of epidemics and 6 % of children die before they turn five. It is said, most of these illnesses could be avoided but people cannot afford the medicine and vaccines. (p. 69) This is summarised as *epidemics, high infant mortality*, and *no money for medicine and vaccines*.

Polku 6

Economic growth has been rapid in India, with industries such as information technology, medicine, and textiles having been on the rise, and the population has become wealthier (pp. 104, 118). This is summarised as *rapid economic growth*.

Agriculture is an important source of livelihood in India and over 90 % of the water is used for irrigation, which leads to a lack of clean water in some areas (pp. 118, 123). This is summarised as *agriculture* and *lack of water*.

The large population can be seen in cities' streetscapes. There are 21 official languages, the most common of which are Hindi and English. 80 % of Indians are Hindu. (pp. 104, 118) The keywords are *large population*; *many languages*, and *Hinduism*.

India is said to produce more films than any other country in the world and Bollywood musical are also mentioned (p. 118). The keyword here is *Bollywood*.

India used to be a colony of the United Kingdom, which can be seen, for instance, in the left-hand traffic (p. 104). This is included as *former British colony* and *left-hand traffic*.

Summary

Table 21

Summary of India

Jäljillä	KBM	Luonnonkirja	Pisara	Polku
Large Population	A Billion People	Varying Climate & Landform	Large Population	Rapid Economic Growth
Poverty	Rapid Population Growth	Large Population	Population Growth	Agriculture
Slums	Hinduism	Agriculture	Contrasts in Wealth & Education	Lack of Water
Former British Colony	Agriculture	Droughts & Floods	Developing Country	Large Population
Hinduism	Tea & Rice	Cows	Rapidly Growing Industry	Many Languages
Monsoons	Natural Resources	Wood	Technology	Hinduism
Cows on Streets	Developing Industry	Industrialised Developing Country	Tea	Bollywood
Bollywood	Riches and Poverty	Hinduism	Hinduism & Islam	Former British Colony
Federation	Modern Neighbourhoods & Slums	Caste System	Tradition mixed with Modernity	Left-Hand Traffic
President	Cows	Spices & the Tandoor	Hindi & Hundreds of Other Languages	
Large Cities	Caste System	Eating Festive & Holy	English Used in Business & Universities	
Rapidly Growing Population	Hindi & English Most Common Languages		Bollywood	
Big Differences in Wealth	Former British Colony		Culture Spread with Immigrants	
Tea	Differences between States		Epidemics	
Textile Industry	High Level of Illiteracy			
Foreign Computer Companies	Many Universities			
Cheap Labour				

	Computer Industry		High Infant Mortality	
	Films		No Money for Medicine & Vaccines	
	Saris			

4.2.21 Southeast Asia

Southeast Asia consists of the countries south of China, east of India, west of Papua New Guinea, and north of Australia.

Jäljillä 6

There are over 20 000 islands in Southeast Asia. The climate is tropical and the vegetation mostly rainforest. North of the equator there are monsoons. The landform varies from river valleys to mountains. (p. 106, 107, 108) These are included in the table as *islands; tropical climate; rainforest; monsoons*, and *varying landform*.

The tropical climate may lead to floods and typhoons. The region is volcanic and there are frequent earthquakes. (p. 107) These natural phenomena are summarised as *floods and typhoons* and *volcanoes and earthquakes*.

Southeast Asia has many natural resources, and today the countries are also refining them. Many foreign companies have established factories in the region because of the lower labour costs. Agriculture and fishing are also important sources of livelihood. The main crop is rice. (p. 109) I have summarised this as *natural resources; industry; foreign companies; agriculture and fishing*, and *rice*.

Koulun biologia ja maantieto 6

Volcanic eruptions and earthquakes are frequent in the East Indian archipelago. The 2004 tsunami is also brought up. The climate is hot and humid, and the vegetation is rainforest. The biggest cities have grown near rivers, because of the fertile land. (pp. 86, 88) Here more recent events are brought up again, although the children using these books today will be too young to remember the events already.

The summary for this paragraph will be *volcanic eruptions and earthquakes, rainforest, and cities near rivers*. I feel that ‘rainforest’ to some degree includes the climate and will not include it separately.

Again, the rapid development of the countries in this region, particularly Thailand and Malaysia, is brought up. (p. 87) The summary is *rapid development*.

Buddhism is the main religion of Farther India and pagodas and Buddhist monks are a common sight. Buddhist beliefs, such as transmigration of souls, nirvana, and the value put on monasteries and meditation is also discussed. An image of boys learning to be Buddhist monks is included on page 87. (pp. 84, 87, 89) The keyword is *Buddhism*.

Luonnonkirja 6

The region is said to be *mountainous*. Many *foreign companies* have been lured to the regions by *cheap labour*. (p. 131)

Pisara 6

Southeast Asia is a fragmented area with archipelagos and peninsulas where the Mekong River is an important traffic lane (p. 55). The summary is *archipelagos and peninsulas and Mekong River*.

Polku 6

This book focuses mostly on the monsoon and its effects: monsoon rains are said to set the rhythm of life, and floods caused by monsoons can take even houses with them (p. 121). I summarise this as *monsoons*.

It is also told that rice is cultivated in the monsoon regions and that growing rice is very laborious (pp. 103, 121, 122). The brief summary is *rice*.

Summary

Table 22

Summary of Southeast Asia

Jäljillä	KBM	Luonnonkirja	Pisara	Polku
Islands	Rapid Development	Mountainous	Archipelagos & Peninsulas	Monsoons
Tropical Climate	Buddhism	Foreign Companies	Mekong River	Rice
Rainforest	Volcanic Eruptions & Earthquakes	Cheap Labour		
Monsoons				
Varying Landform	Rainforest			
Floods & Typhoons	Cities near Rivers			
Volcanoes & Earthquakes				
Natural Resources				
Industry, Agriculture, & Fishing				
Foreign Companies				
Rice				

4.2.22 Singapore

Jäljillä 6

Singapore is a developed *industrial country* and a significant *oil refiner* (pp. 92, 109).

Polku 6

Singapore is a small country, but it is one of the richest in South East Asia. Thanks to a well-educated population Singapore has a lot of advanced industry in, for example, electronics. (p. 120) The summary is as *small but rich; high education, and industry*.

Summary

Table 23

Summary of Singapore

Jäljillä	Polku
Industrial Country	Small But Rich
Oil Refiner	High Education
	Industry

4.2.23 Thailand

Jäljillä 6

The only mention of Thailand is a climate diagram of Bangkok, where the caption states that it is hot all year round (p. 106). This is summarised as *Bangkok – heat all year*.

Koulun biologia ja maantieto 6

Thailand is told to be the best-known country of Farther India and a popular travel destination. The beaches in Thailand lure tourists all year round. (pp. 86, 87, 89) I have decided on the brief summary of *tourism and beaches*.

Bangkok is growing nearly exponentially and according to the book, the skyscrapers of Bangkok tell about a rapid rise of living standards in Thailand. (p. 87) This is summarised as *rapid rise of living standards*.

Pisara 6

The warm climate and heavy rains make Thailand well-suited for agriculture, and over 40 % of the area is farmland. Thailand is one of the biggest producers of foodstuffs and natural rubber in the world and a lot of it goes to export. The most important crop is rice. (p. 67) I have summarised this as *warm and rainy; agriculture; export, and rubber and rice*.

Thailand is a kingdom. Buddhism is the biggest religion and a part of Thai culture. Language and food are also told to be a part of culture, and the Thai language is told to have its own writing system. (pp. 66, 67) The keywords here are *kingdom; Buddhism and Thai (language)*.

Thailand is a popular country among tourists, including Finns. Some of the reasons for this are listed, including sunny beaches, exoticism, warmth, millennia-old culture (palaces and temples are mentioned), food, and nature. Tourism is one of the most important sources of income in Thailand. Nature tourism is told to be a growing trend, which also makes nature conservation worthwhile. In an assignment children are asked to find out what Thai scenery looks like in travel advertisements. (pp. 66, 67) All in all, the image of Thailand is very much that of a travel brochure intended to lure people to the country. The keywords are *tourism; old culture, and exotic*.

Thai food is told to be spicy and to have plenty of different flavours and colours. They also have fruit for breakfast. (p. 67) The keywords are *spicy food and fruit*.

Bangkok is said to be one of the most congested cities in the world. Scooters, motorcycles, river boats, and taxi boats are listed as ways of

getting around the congestion. (pp. 66, 67) This is included in the summary table as *Bangkok – congestion*.

Polku 6

Tourism is the only thing mentioned about Thailand: it is told, that tourists travel there during the winter when the climate is pleasant (p. 121). The obvious summary here is *tourism*.

Summary

Table 24

Summary of Thailand

Jäljillä	KBM	Pisara	Polku
Bangkok - Heat All Year	Tourism	Warm & Rainy	Tourism
	Beaches	Agriculture	
	Rapid Rise of Living Standards	Export	
		Rubber & Rice	
		Kingdom	
		Buddhism	
		Thai (Language)	
		Tourism	
		Old Culture	
		Warm & Exotic	
		Spicy Food & Fruit	
		Bangkok - Congestion	

4.2.24 Indonesia

Jäljillä 6

The only things that can be directly linked to Indonesia are *volcanoes* (p. 107), *rice cultivation* (p. 108), and *rainforests* (p. 109).

Koulun biologia ja maantieto 6

Indonesia is the world's largest island state. The island of Java is one of the most densely populated places on earth. It is a mountainous island with volcanoes. The rainforest island of Borneo, on the other hand, is sparsely populated. (p. 88-89) I decided on the summary *mountains, volcanoes, and rainforest, and unevenly populated*.

People are constantly moving to Jakarta in hopes of a better life, causing it to almost suffocate with the amount of people like many other Asian cities. (p. 88) The brief summary for this is *urbanisation*.

As forest are being cut down for paper and furniture industries and to make way for houses and fields, the indigenous people of Borneo are now threatened, together with the rare animals of the rainforest. Recently forest has been planted to the felled areas, although it does not replace the original rainforest. (p. 88-89) I have summarised the environmental issues as *cutting down rainforest and indigenous people under threat*.

Sources of livelihood include oil, which is told to have brought Indonesia wealth, and agriculture, especially rice. (p. 88) The summary is *oil and agriculture*.

Luonnonkirja 6

Indonesia is said to be the world's *largest island state* and *largest Muslim country* (pp. 129, 131).

International forest companies are told be interested in Indonesia's rainforests, which threatens the local species as well as the livelihood of the indigenous peoples (p. 129-130). I have summarised this as *international forest companies* and *cutting down rainforest*.

The Dayaks are told to be an indigenous people living in the rainforest of Borneo, who live in long houses and cultivate rice (p. 129). They are summarised as *Dayaks – long houses and rice*.

Pisara 6

In Indonesia the population density is exceptionally high for a rainforest region. Indonesia's rainforests are threatened by the industry, farming, and the building of houses. (p. 56) This is summarised into *rainforest; densely populated, and cutting down rainforests*.

Polku 6

Indonesia is described as a large country with more Muslims than in any other country. It is tropically hot and there are vast rainforests, too much of which are cut down each year for the needs of agriculture and wood industry. There are also over 150 active volcanoes in Indonesia. (pp. 104, 120) The keywords here are *Muslims; hot; rainforests; cutting down rainforests, and volcanoes*.

Summary

Table 25

Summary of Indonesia

Jäljillä	KBM	Luonnonkirja	Pisara	Polku
Volcanoes	Mountains, Volcanoes, & Rainforest	Largest Island State	Rainforest	Muslims
Rice Cultivation	Unevenly Populated	Largest Muslim Country	Densely Populated	Hot
Rainforest	Cutting Down Rainforest	International Forest Companies	Cutting Down Rainforest	Rainforests & Volcanoes
	Indigenous People under Threat	Cutting Down Rainforest		Cutting Down Rainforest
	Urbanisation	Dayaks – Long Houses & Rice		
	Oil & Agriculture			

4.2.25 East Asia

East Asia consists of China, Japan, the Koreas, Mongolia, and Taiwan.

Jäljillä 6

About a quarter of the world's population is said to live in East Asia (p. 110).

The landform and climate vary greatly (p. 111). The keywords are *large population* and *varying landform and climate*.

Rice cultivation is discussed in detail. Agriculture is said to be the main source of livelihood of the region, and fishing is important as well. East Asia is said to be one of the largest cotton and silk producers. The region is also industrialising rapidly. (p. 112-113) This is summarised as *rice, cotton, and silk; agriculture and fishing, and industrialising rapidly*.

Polku 6

Living standards are unevenly distributed in East Asia. The natural conditions vary from one extreme, the Himalayas, to the other, the Gobi Desert. (p. 112)

The keywords are *unevenly distributed wealth* and *extreme conditions*.

Unlike the other books, this one also brings up some of the region's conflicts: "Korea has been divided into two, and under the surface there are the issues of independence of Taiwan and Tibet from China." (p. 112)

Tibet is also brought up in a question on page 117. I have summarised these as *conflicts of Korea, Taiwan, and Tibet*.

Rice is grown in the south and wheat in the north. Pork and chicken are the most popular meats, and tea is a common drink. (p. 113) The summary is *rice and wheat; pork and chicken, and tea*.

The Silk Road is discussed in detail on page 116. It is mentioned that besides goods, the caravans brought information about cultures, religions, and inventions along as well. Although it concerns several Asian regions, I will include it in this section, as it in this book it focuses mostly on East Asia. The keyword here is, naturally, *Silk Road*.

Summary

Table 26

Summary of East Asia

Jäljillä	Polku
Large Population	Unevenly Distributed Wealth
Varying Landform and Climate	Extreme Conditions
Rice, Cotton, & Silk	Conflicts of Korea, Taiwan, & Tibet
Agriculture & Fishing	Rice & Wheat
Industrialising Rapidly	Pork & Chicken
	Tea
	Silk Road

4.2.26 China

Jäljillä 6

China is one of the biggest countries in the world and has the largest population. The vegetation and landform varies greatly. (p. 111, 117, 118) The keywords are *large country; large population, and varying vegetation and landform.*

Agriculture is practised in the fertile loess regions. Fishing is also an important source of livelihood. Chinese silk is told to be of a high quality. There are also plenty of natural resources and industry. The rapid industrialisation has led to environmental issues, and there is even an image of pollution in Beijing. (pp. 111, 113, 117) The summary for this paragraph is *agriculture, fishing, and industry; natural resources; rapid industrialisation, and pollution.*

China's past as a monarchy (it is not specified what title the ruler held) and today as a socialist country are discussed briefly (p. 117). I have summarised this as *former monarchy* and *socialism*.

Chinese culture is said to be ancient, and many inventions, such as paper, printing, compass, gunpowder, kite, and paper money, have been made there (p. 117). The keywords here are *ancient culture* and *many inventions*.

In addition, *calligraphy* is told to be appreciated in China (p. 117), and the *Great Wall* is also discussed (p. 118).

Koulun biologia ja maantieto 6

China is a giant country where the climate and vegetation varies greatly. In the deserts life can only be found at a few oases, whereas the fertile lowlands around rivers are densely populated. (pp. 65, 90, 92) These are included in the summary as *varying climate and nature*, and *unevenly populated*.

Agriculture is the main source of livelihood of China. It is practised especially in the fertile plains and river valleys of the East. China is the world's biggest rice, wheat, and pork producer. China is one of the world's biggest industrial countries and has industrialised rapidly over the past years. There is plenty of raw material in the bedrock. (pp. 91, 92) The Chinese sources of livelihood are summarised into *agriculture, industry, and raw material*.

A fifth of the world's population, live in China, which is the most populated country of the world. Even though the country aims for one child per family, rapid population growth is still a big problem. (pp. 65, 91, 93, 95) The summary for this is *most populated country* and *rapid population growth*.

China's ancient culture and many inventions (paper, printing, compass, etc.) are also brought up, as well as Marco Polo. Tea is also told to be an ancient Chinese product and some other Chinese products are introduced in a photo. (p. 95) I have summarised this briefly as *ancient culture and many inventions*.

Even though 70 % of the Chinese still live in villages on the countryside, especially along the east coast there are tens of cities with over a million people. Due to unemployment and poverty millions of Chinese are moving to the cities. (pp. 65, 92, 93, 95) The keywords here are *urbanisation and poverty and unemployment*.

Even though China is still a poor country, the living standard especially in the cities has risen fast. The rise is best seen in the cityscape as an increase of skyscrapers and cars. The downside of the growth is pollution caused by factories, heating of apartments, and exhaust from cars. (p. 92) I decided to summarise this as *rise in living standards and pollution*.

Some of the famous sights are also discussed: The Great Wall of China, the terracotta soldiers in Xi'an, and the Forbidden City, which tells of the "glory of the imperial times" and is a popular travel destination nowadays, are discussed. (p. 94) The brief summary is *historical sites*.

The difference of the Chinese writing system and how the characters do not stand for letters but for words is discussed. It is said that one must know around 3000 out of the 80000 symbols to be able to say one can read Chinese and it takes the first five school years for a child to learn to read. There is also an assignment where the children are taught to draw some Chinese symbols. (p. 95) The essence of this is *difficult writing system*.

Other things mentioned, that do not fit together with any of the previous topics, include Mao Zedong, who is told to be the founder of modern China, although it is not elaborated further as he is only mentioned in one photo caption (p. 93-94). Another caption tells that grandparents are often a part of the Chinese family. (p. 93) As there is no real information on Mao Zedong, I will not include him in the summary. The bit about grandparents, I will summarise as *extended family*.

The Great Rivers of China are also discussed quite extensively (p. 91). I will include them simply as *Great Rivers*.

The Tibetans are discussed briefly and described as “a hardy people” living in highlands and making their living by tending herds of sheep and yaks (p. 90). I have chosen to summarise this as *Tibetans – hardy sheep and yak herders*. As this is the only place where Tibetans are discussed, they will be included in the same summary with China.

Luonnonkirja 6

Chinese nature and landform are told to vary throughout the country (p. 158). China is the most populated country in the world (p. 159). The keywords are *varying nature and landform* and *most populated country*.

Agriculture is the main source of livelihood. China is the world’s biggest rice and wheat producer. Animals are said to be used on fields, which gives the idea of traditional, as opposed to modern, agriculture. This is emphasised by the fact, that the word “edelleen” (“still”) is used here. (pp. 133, 159) I have summarised this as *agriculture; rice and wheat*, and *traditional farming*.

China also has large mineral resources, which together with cheap labour form the basis of industry. Mostly textile industry is discussed. The environmental problems and pollution are mentioned here, too, as is the rapid development (pp. 133, 159) The terms included in the summary are *mineral resources; cheap labour; textile industry; environmental issues, and rapid development.*

It is told, that China had an advanced social system already 4000 years ago. The Great Wall, as well as Chinese inventions, such as compass, gunpowder, printing, porcelain, and paper money, are also mentioned. (p. 159) This is summarised as *ancient social system; Great Wall, and many inventions.*

It is also said, that the world's oldest cuisine comes from China. Rice and noodles are told to usually be the basis of the meal, and green tea is drunk with meals. Chopsticks are also mentioned. p. (159) The keywords are *old cuisine; rice, noodles, and tea, and chopsticks.*

The Chinese writing system and culture are told to differ from Europe (p. 133). The keyword here is *different writing system.*

Pisara 6

China is described as the giant of Asia and the most populated country in the world (pp. 60, 62, 63). The keywords are *large country and large population.*

The most important cultivated plants are rice and wheat, while the most common domestic animals are pigs and chicken (p. 63). This leads to the summaries *agriculture and rice, wheat, pigs, and chicken.*

China is rapidly changing from a developing agricultural country into an industrialised country. Many foreign companies have set up factories in China because of the cheap labour, and China's own industry is also growing.

(p. 63) I have summarised this as *rapid development; cheap labour, and industry.*

The increase in industry and cars has also increased air pollution and in many cities the air quality is so poor that it threatens the health of the people. Rivers are also polluted. (p. 63) The simple summary is *severe pollution.*

The population is focussed in the east, especially in the river valleys and along the coast where farming has thrived for thousands of years. The western parts are mostly nearly uninhabited mountains, highlands, and desert. (p. 62) Here, the summary is *population in the east; long history of agriculture, and varying nature.*

The majority of the people live in small villages on the countryside where life is rough and the income low, which leads to especially the young moving to the cities (p. 63). I have summarised this as *majority of population on the countryside and urbanisation.*

The Yellow River carries fertile loess to the fields, but it also gathers to the bottom of the river causing floods which at their worst have killed hundreds of people (pp. 62, 63). The summary is *loess and floods.*

The Three Gorges Dam is told to be a part of the world's largest hydro-electric power plant. Yangtze is also one of China's most important waterways and even ocean liners can travel on it. (p. 63) The keywords are *Three Gorges Dam and Yangtze an important waterway.*

The Great Wall of China is discussed on page 62. There is a picture of the Olympic Stadium on page 53, which suggests that the Olympics

were held in China at some point even though this is not explicitly mentioned. This leads to the keywords *Great Wall* and *Olympics*.

Polku 6

China is a large country with the largest population in the world. The number of children per family has been limited due to high birth rates. (p. 113) The keywords are *large country; large population, and number of children limited*.

The Chinese population is focussed in the east where the climate is nice and the land fertile (pp. 112, 114). China is said to be the world's biggest rice producer (p. 122). The summary is *population in the east and rice*.

China's economic growth is told to have been rapid and led to the Chinese becoming wealthier. There is a lot of industry in China and large amounts of natural resources are used. Many products are imported to Finland, too. Labour in China is told to be cheap. (pp. 104, 114) This is summarised as *rapid economic growth; industry and natural resources; export and cheap labour*.

It is mentioned that there are dozens of different nationalities in China who differ from each other in terms of language and clothing, for instance (p. 113). The simple summary is *dozens of nationalities*.

Many significant inventions, such as paper, magnetic compass, printing, and gunpowder, have been made in China (pp. 114, 117). *Many inventions* is included in the summary for this.

The Chinese writing system is also discussed. It is told to be the oldest writing system still in use, using characters instead of letters, and that one needs to master over a thousand characters to be considered literate (p. 114). The keywords are *old and complicated writing system*.

Sights for tourists are said to include the Great Wall and the army of terracotta soldiers (p. 114). I summarise this as *tourists* and *Great Wall and terracotta soldiers*.

Summary

Table 27

Summary of China

Jäljillä	KBM	Luonnonkirja	Pisara	Polku
Large Country	Varying Climate & Nature	Varying Landform & Nature	Large Country	Large Country
Large Population	Unevenly Populated	Most Populated Country	Large Population	Large Population
Varying Vegetation & Landform	Difficult Writing System	Agriculture	Agriculture	Number of Children Limited
Agriculture, Fishing, & Industry	Ancient Culture	Rice & Wheat	Rice, Wheat, Pigs, & Chicken	Population in the East
Natural Resources	Many Inventions	Traditional Farming	Rapid Development	Rice
Rapid Industrialisation	Agriculture, Industry, & Raw Material	Mineral Resources	Cheap Labour	Rapid Economic Growth
Silk	Most Populated Country	Cheap Labour	Industry	Industry & Natural Resources
Pollution	Rapid Population Growth	Textile Industry	Severe Pollution	Export
Former Monarchy	Urbanisation	Environmental Issues	Population in the East	Cheap Labour
Socialism	Poverty & Unemployment	Rapid Development	Long History of Agriculture	Dozens of Nationalities
Ancient Culture	Rise in Living Standards	Ancient Social System	Varying Nature	Many Inventions
Many Inventions	Pollution	Great Wall	Majority of Population on Countryside	Old & Complicated Writing System
Calligraphy		Many Inventions	Urbanisation	
Great Wall		Old Cuisine	Loess & Floods	Tourism

	Historical Sites	Rice, Noodles, & Tea	Three Gorges Dam	Great Wall & Terracotta Soldiers
	Extended Family	Chopsticks	Yangtze Important Waterway	
	Great Rivers	Different Writing System	Great Wall	
	Tibetans – Hardy Sheep & Yak Herders		Olympics	

4.2.27 Japan

Jäljillä 6

Japan is an island monarchy ruled by an emperor. It is one of the most densely populated countries in the world and Tokyo is the world's largest urban area. (p. 116) The keywords are *island*; *emperor*, and *densely populated*.

Japan is mountainous and volcanic, and the vegetation varies from deciduous to coniferous forest. Earthquakes are also mentioned. (pp. 116, 118) The summary here is *mountainous*; *deciduous and coniferous forest*, and *volcanoes and earthquakes*.

Japan is said to be an economic power and the wealthiest country in Asia. Japan does not have mineral resources but is specialised in refining them into products, such as cars and electronics. According to the author(s), the reason for Japan's success is "high level of education and hard work". (pp. 114, 116, 118) I have summarised this as *economic power*; *wealthiest country in Asia*; *cars and electronics*, and *educated and hard-working*.

The images are of *rice* cultivation, and a *tea ceremony*, which is told to be a tradition in Japan (p. 116). Japan is also said to be one of the world's leading *fishing* nations (p. 114).

Koulun biologia ja maantieto 6

Japan is a volcanic and mountainous island state, which is very densely populated. The mountains are peaks of underwater mountains which are still rising causing very frequent earthquakes. There are also hundreds of volcanoes in Japan. (pp. 65, 97, 100) I have summarised this as *volcanic and mountainous; island; densely populated, and earthquakes*.

Nippon, the Japanese name for Japan, means the land of the rising sun. Sun is the symbol of Japan and its emperor and is also depicted in the Japanese flag. (p. 97) The brief summary is *land of the rising sun*.

The coasts of Japan are among the best fishing regions in the world and Japan is told to have a large fishing fleet (p. 98). The keyword here is *fishing*.

Food is mentioned here, too: a lot of fish and other seafood is eaten, the Japanese eat with chopsticks, and sushi is also mentioned (pp. 98, 100). This is included in the summary as *seafood, chopsticks, and sushi*. Sushi could be considered a part of 'seafood', but as it is specifically mentioned in several of the books, I will include it separately.

Japan is an industrial superpower and several Japanese products, which are told to be known world over, are listed in both text and images. Japanese technology is also emphasised in the assignments, where the children are asked to tell what Japanese car brands they know. (pp. 99, 100) I have summarised this simply as *technology*.

The most important reasons for Japan's success are told to be a high level of education and hardworking employees. Work days are often long and working overtime is common. The fact Japan has to buy both raw material

and energy from abroad is said to hinder Japan's competitiveness. (p. 99) The summaries here are *high level of education* and *hardworking*. I exclude the last part of the text as I do not feel it significantly adds to the image here.

Tokyo is one of the world's biggest cities. The centre is dominated by skyscrapers and there is a severe lack of building land. It is said that even though Tokyo has been built full, small parks and recreational areas can still be found, which is why tourists find the city cosy, clean, and safe. (p. 100) Unlike many big cities, Tokyo is made to seem quite pleasant. I have decided to include this in the summary as *Tokyo – big, cramped, but cosy and clean*.

In addition, sumo, judo, kendo, and karate are mentioned as Japanese martial arts (p. 100). The keyword for this is *martial arts*.

Luonnonkirja 6

Japanese is a volcanic island state with frequent earthquakes (p. 156). The country is very unevenly populated (p. 134). This is summarised as *island; volcanoes and earthquakes, and unevenly populated*.

Agriculture is practised mostly on small family farms, and rice is the most important crop. Other sources of livelihood include forestry and fishing. Even though Japan has no mineral resources, its industry is highly developed. (p. 156-157) I have summarised these as *agriculture, forestry, fishing, and industry; small farms, and no mineral resources*.

Japanese culture is discussed here in some detail. It is said that the Japanese "appreciate their [...] ancient culture". *Understanding beauty, respecting nature, discipline, and willingness to cooperate* with others are listed as Japanese traits. Good behaviour, which consists of *diligence, integrity,*

and politeness, is valued. *Education* is said to be the only way to succeed and highly appreciated. *Ikebana, calligraphy, and tanka* are told to be known in the West as well. (p. 157)

Shintoism is said to be Japan's own religion. The writing system is said to be similar to that of Chinese. (p. 157) The keywords are *Shintoism* and *writing system similar to Chinese*.

Chopsticks, rice, sushi, tofu, and green tea are mentioned of Japanese food. In addition, there are images of *cherry blossoms* and *sumo* wrestling. (pp. 156, 157)

Pisara 6

Japan is the land of the rising sun. It is mountainous and densely populated, and there are both active and extinct volcanoes. There are also hot springs, in which the Japanese like to bathe according to the book, and which can be used to heat houses. Earthquakes are also told to be common and they may cause tsunamis. (pp. 64, 65) The several summaries here are *land of the rising sun; mountainous; densely populated; volcanoes and hot springs*, and *earthquakes and tsunamis*.

Japan is an industrialised country and one of the wealthiest countries in the world. The wealth is said to be thanks diverse industries, the products of which are exported all over the world. Japanese lead the way especially in electronics and it is said many new appliances are used in Japan years before they come to Europe. Children are also asked to think of Japanese brands used in Finland. (pp. 64, 65) I have summarised this as *wealthy; industries and export*, and *leader in electronics*.

Millions of people commute to Tokyo daily, which takes a lot of time. The internal traffic works best with the subway, whereas people commuting from further away travel with bullet trains. The Japanese are very punctual and trains are scheduled to the second. (p. 65) This includes another rare comment of the character of a people (punctuality). The summary is *commuters; subway and bullet train, and punctuality*.

Fish and other sea animals and seaweed are told to form a large part of the Japanese diet. Rice and sushi are also mentioned. (pp. 64, 65) The Japanese food is summarised into *seafood, rice, and sushi*.

The healthy fats of fish are suggested as a possible cause for the Japanese being the most long-lived people in the world (p. 65). The summary here is *most long-lived people*.

Even though there is not a lot of farmland in Japan, agriculture is told to be efficient and the crops big (p. 65). The keywords are *little farmland and efficient agriculture*.

80 per cent of the Japanese live in cities and Tokyo is said to be the world's largest city when including the cities that have grown into it. Especially in large cities there is little space and people live in cramped conditions. The furniture is said to be light and easy to move and there are not necessarily any chairs as traditionally people sit on the floor. (p. 65) I have summarised this as *city-dwellers; cramped conditions in cities; light furniture, and sitting on the floor*.

Popular culture is also brought to the picture with an image of manga and computer games on page 65. As popular culture is not discussed in more detail, though, I will include this simply as *manga and computer games*.

Polku 6

Japan is described as an island state, where the climate varies from tropical to cold, and where earthquakes are an everyday occurrence (pp. 115, 117). This is summarised as *island; from tropical to cold climate, and earthquakes*.

The majority of Japanese live in big cities. As earthquakes in cities can cause major destruction, the Japanese attempt to build houses that will not break as the ground moves (pp. 115, 117). I summarise this as *city-dwellers and earthquake-proof houses*.

Japan is a rich developed country and one of the world's leading industrial countries. Because natural resources are scarce, they invest in education and technology. It is also told that there is not much arable land in Japan, but they fish more than any other nation. (pp. 104, 115) The keywords are *rich and industrialised; scarce natural resources and arable land; education and technology, and fishing*.

Once, again sushi is mentioned as the national dish that is eaten with chopsticks. It is also said that sushi and miso soup may be eaten daily. (pp. 112, 115) The keywords are *sushi and chopsticks*.

In this book, several aspects of Japanese culture, both traditional and popular, are mentioned. These include *manga and anime; geishas and kimonos; Buddhism; cherry blossoms, and tea ceremony, ikebana, and sumo wrestling*. There are also images of most of these. (pp. 114, 115, 117)

Summary

Table 28

Summary of Japan

Jäljillä	KBM	Luonnonkirja	Pisara	Polku
Island	Volcanic & Mountainous	Island	Land of the Rising Sun	Island
Emperor	Island	Volcanoes & Earthquakes	Mountainous	From Tropical to Cold Climate
Densely Populated	Densely Populated	Unevenly Populated	Densely Populated	City-Dwellers
Mountainous	Earthquakes	Agriculture, Forestry, Fishing, & Industry	Volcanoes & Hot Springs	Earthquakes
Deciduous & Coniferous Forest	Land of the Rising Sun	Small Farms	Earthquakes & Tsunamis	Earthquake-Proof Houses
Volcanoes & Earthquakes	Fishing	No Mineral Resources	Wealthy	Rich & Industrialised
Economic Power	Seafood, Chopsticks, & Sushi	Understanding Beauty, Respecting Nature, Discipline, & Willingness to Cooperate	Industries & Export	Scarce Natural Resources & Arable Land
Wealthiest Country in Asia	Technology	Diligence, Integrity, & Politeness	Leader in Electronics	Education & Technology
Cars & Electronics	High Level of Education	Education	Commuters	Fishing
Educated and Hard-Working	Hardworking	Ikebana, Calligraphy, & Tanka	Subway & Bullet Train	Sushi and Chopsticks
Rice	Martial Arts	Shintoism	Punctuality	Manga & Anime
Tea Ceremony	Tokyo – Big, Cramped, but Cosy and Clean	Chopsticks	Seafood, Rice, & Sushi	Geishas & Kimonos
Fishing		Rice, Sushi, Tofu, & Green Tea	Most Long-Lived People	Buddhism
		Cherry	Little Farmland	Cherry Blossoms
			Efficient Agriculture	Tea Ceremony, Ikebana, & Sumo
			City-Dwellers	
			Cramped Conditions in	

		Blossoms	Cities	
		Sumo	Light Furniture & Sitting on the Floor	
			Manga & Computer Games	

4.2.28 Middle East

Middle East consists of the Arabian Peninsula, Iran, and Turkey.

Jäljillä 6

Middle East is mostly desert with milder climate in the north. Majority of the countries are Arab countries with Arabic as the main language. The main religion is Islam. (p. 95) The keywords are *desert*, *Arabs*, and *Islam*.

Agriculture is practised in river valleys and on oases. Bedouins are told to herd their cattle on the deserts, although today many of them have moved to cities. (p. 96) The summary is *agriculture* and *Bedouins*.

The largest known oil reserve is said to be in the Arabian Peninsula. Oil has brought wealth and workers from around the world to the region. Although motorways and buildings, for example, have been constructed with the oil money, there are poor people living in primitive conditions on the countryside. (p. 96-97) I have summarised this as *oil*; *unevenly distributed wealth*, and *workers from around the world*.

There is an image of Omani women “dressed according to their culture” in (mostly) patterned abayas and hijabs (p. 95). Other images are of Bedouin tents in Jordan (p. 96), an oil well (p. 97), and an artificial palm-shaped island (p. 97). As the first two of these images show aspects of tradition

and the latter two those of modernity, I have decided to include *mixture of tradition and modernity* in the summary.

Koulun biologia ja maantieta 6

The majority of Middle Eastern countries are Arab countries which besides a common language are united by Islam (p. 101). Islam is discussed in more detail in the following section. The summary for Middle East is *Arabs* and *Islam*.

Luonnokirja 6

There is more oil in the Middle East than anywhere else in the world, which makes the industrialised countries very interested in the region (pp. 66, 68, 69). The keywords are *oil* and *interest by industrialised countries*.

The majority of the Middle Eastern countries are Arab countries. The earliest cultures have developed in Middle East. Most of the people are Muslim. (pp. 67, 69) This is summarised as *Arab countries; ancient cultures*, and *Islam*.

There is an image of traditionally dressed men (p. 66), one of a woman with her head and face covered (p. 67), and one of Bedouins wearing scarves around their heads (p. 67) This leads to the keyword *traditional clothing*.

Most of Middle East is desert. Agriculture is practised near rivers or on oases. Bedouins herd cattle and make their living from trade. The Dead Sea is also discussed. (p. 68) The summary here is *desert; agriculture; Bedouins*, and *Dead Sea*.

Pisara 6

Almost all Middle Easterners are Muslim. Along with Islam, the Arabic language has spread to most countries in the region. (pp. 72, 73) The keywords are *Islam* and *Arabic*.

The climate varies from Mediterranean climate to deserts, which are mostly rocky and barren (p. 70). I chose to summarise this as *from Mediterranean climate to deserts*.

The riversides of the few rivers are densely populated. The rivers flow through many countries and due to a shortage of water, sharing it and access to it is a common cause for arguments. (pp. 70, 71) The summary here is *population on riversides and lack of water a cause for arguments*.

There have been numerous wars in Middle East in the past 50 years which has led to millions of refugees. Some have ended up in Europe or North America, but the majority have stayed in other countries of the region. (pp. 72, 73) Here, the keywords are *war* and *refugees*.

The biggest oil reserves in the world are in the Middle East and exporting oil has brought wealth and influence to the area (pp. 55, 71). The summary here is *wealth and influence thanks to oil*. It is told that the oil and wars keep Middle East in the headlines, emphasising these two aspects of the image (p. 55).

Many people from other Islamic countries have immigrated to the wealthy oil-producing countries and, for example, in Kuwait there are already more immigrants than actual Kuwaiti citizens. It is also told how he immigrants and guest workers often transfer some of the oil profit to their home villages by sending a large portion of their salary to their relatives back

home. (p. 73) This was another difficult summary, as I prefer keeping them quite short while keeping all the information essential for the image, but her it was hard. Finally, I ended up with *immigrants from poorer Islamic countries*.

Jerusalem is a holy city of Judaism, Christianity, and Islam, and some holy sites for each are also mentioned. Mecca is also told to be the holiest city of Islam. (p. 72) I have summarised this as *holy cities of 3 religions*.

The Middle Eastern population is growing rapidly. Unemployment is a problem in many Middle Eastern countries and many of the young consider moving to the rich oil-producing countries or Europe. It is told that being cut off from family and adjusting to a completely different Western culture often causes problems and home sickness. (p. 73)

The very current topic of immigrants is touched here. This is also possibly the only place where some possible problems the immigrants face are brought up, although only rather superficially. I attempted to summarise this in *rapid population growth; unemployment, and immigrants may have trouble adjusting to Western culture*. The last part is rather long, but I wanted to try not to lose any of the essential information.

Polku 6

There is arid desert in Middle East where there may be cultivations on oases. Agriculture is also practised in river valleys and near the coasts. Camels are told to be used for riding and carrying burdens. (pp. 108, 109) The keywords are *desert; agriculture, and camels*.

The largest demographic group are Arabs and Arabic is the only official language in most of the region's countries. Approximately 80 % of

Middle Easterners are Muslim. (p. 110) This leads to the summary *Arabs and Islam*.

Agriculture and cities have evolved in the Middle East (p. 109). Middle East is also the birthplace of Christianity, Islam, and Judaism (p. 110). I have summarised these as *birthplace of agriculture and cities*, and *birthplace of 3 religions*.

Middle Eastern countries are told to be famous for their carpets, and original oriental carpets are laborious and valuable. “The Flying Carpet” is also told to be one of the best-known stories of “One Thousand and One Nights”. (p. 111) The terms included in the summary are *carpets* and *One Thousand and One Nights*.

The countries around the Persian Gulf have become rich thanks to oil. Yet, Middle Eastern countries are told to be developing nations because the wealth is unevenly distributed and many people are poor and illiterate. (p. 109) The summary here is *rich thanks to oil* and *developing countries*.

Dubai in the United Arab Emirates is wealthy and the wealth can be seen everywhere (p. 109). The summary is simply *Dubai – Wealth*.

Summary

Table 29

Summary of Middle East

Jäljillä	KBM	Luonnonkirja	Pisara	Polku
Desert	Arabs	Oil	Islam	Desert
Arabs	Islam	Interest by Industrialised Countries	Arabic	Agriculture
Islam		Arab Countries	From Mediterranean Climate to Deserts	Camels
Agriculture				Arabs

<p>Bedouins</p> <p>Oil</p> <p>Unevenly Distributed Wealth</p> <p>Workers from Around the World</p> <p>Mixture of Tradition & Modernity</p>		<p>Ancient Cultures</p> <p>Islam</p> <p>Traditional Clothing</p> <p>Desert</p> <p>Agriculture</p> <p>Bedouins</p> <p>Dead Sea</p>	<p>Population on Riversides</p> <p>Lack of Water a Cause for Conflicts</p> <p>War</p> <p>Refugees</p> <p>Wealth & Influence Thanks to Oil</p> <p>Immigrants from Poorer Islamic Countries</p> <p>Holy Cities of 3 Religions</p> <p>Rapid Population Growth</p> <p>Unemployment</p> <p>Immigrants May Have Trouble Adjusting to Western Culture</p>	<p>Islam</p> <p>Birthplace of Agriculture & Cities</p> <p>Birthplace of 3 Religions</p> <p>Carpets</p> <p>One Thousand and One Nights</p> <p>Rich Thanks to Oil</p> <p>Developing Countries</p> <p>Dubai – Wealth</p>
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4.2.29 Islam

Although Islam is neither a country nor a people, it is included as its separate section as there is relatively much information on it in the analysed books. Also, Islam is a very current issue around the world and constantly in the news, and therefore it is important to know what is taught about it. I will not go too deep into details of the religion, even if they are mentioned, but attempt to get an

overview of what a Muslim or an Islamic country might be like. Unlike in most part with other religions, not only are the beliefs discussed, but also practical and visible issues. In fact, what Muslims believe in is barely discussed at all.

Jäljillä 6

It is said that Islam affects the everyday lives of people. As examples of this, daily prayers and fasting during Ramadan are mentioned, as well as pork and alcohol being forbidden. It is also said that in most Islamic countries women have to cover their heads. This is the only book where the division of the religion into Sunni and Shi'a is mentioned. (p. 95)

The keywords and phrases are *prayers; Ramadan; pork and alcohol forbidden; women covering their heads, and Sunni and Shi'a.*

Koulun biologia ja maantieto 6

Islam is told to affect people's everyday lives in many ways. Some Islamic customs, such as prayers, pilgrimage, and following the instructions of the Qur'an are also discussed. Islam forbids the use of alcohol and eating pork. Decent clothing is important to Muslims and therefore, in many Middle Eastern countries women wear veils and long robes. Islam is told to have spread all over the world with immigrants and refugees. (p. 101)

The current topic of immigrants and refugees is touched on here. The keywords are *affects everyday life; prayers, pilgrimage and Qur'an; alcohol and pork forbidden; decent clothing, and spreading with immigrants and refugees.*

Luonnonkirja 6

Islam is said to strictly regulate the daily lives of Muslims. There is also an image of people praying in Jordan. (pp. 69, 79) The keywords are *regulates daily lives* and *prayer*.

Islam is discussed in more detail in the section about Iraq, for some reason. This includes information on the *prophet Mohammed* and the birth of the *Qur'an*, and the *five pillars* of Islam. It is also said Muslims must follow *sharia*, and that the women's role in Islamic countries is to "live through her husband and children". In some countries it is said to be forbidden for women to appear in public without a *veil* covering their face. (p. 78-79) In addition to the already highlighted keywords, I will include *women live through husband and children*.

Pisara 6

Here again, Islamic clothing is discussed: it is said that Islam gives strict regulations on what to wear and revealing clothing is not considered appropriate even on the beach. A picture from a beach in Iran is included as an example of this. (p. 73) The keywords here are *strict regulations on clothing*.

Mosques are also discussed, and told to be the most majestic buildings in Middle Eastern cities. Muslims gather to mosques for prayer, the times for which are from minarets. (p. 72) The summary is *mosques and minarets* and *prayer*.

Polku 6

Mecca is the holiest place in Islam and a destination of pilgrimage. All around the world Muslims pray bowing towards Kaaba in Mecca. Many Muslim

women cover their body and face outside home, while some dress in a Western style or wear a scarf covering their hair. (pp. 110, 111) I have summarised this as *praying and pilgrimage* and *women covered up, in Western clothing, or wearing a scarf*. The latter part summary is rather long, but I felt it relevant to include all parts to bring up the same variation as the book does.

Summary

Table 30

Summary of Islam

Jäljillä	KBM	Luonnokirja	Pisara	Polku
Prayers	Affects Everyday Life	Regulates Daily Lives	Strict Regulations on Clothing	Praying & Pilgrimage
Ramadan	Prayers, Pilgrimage, & Qur'an	Prayer	Mosques & Minarets	Women Covered Up, in Western Clothing, or Wearing a Scarf
Pork & Alcohol Forbidden	Alcohol & Pork Forbidden	Prophet Mohammed	Prayer	
Women Covering Their Heads	Decent Clothing	Qur'an		
Sunni & Shi'a	Spreading with Immigrants & Refugees	5 Pillars		
		Sharia		
		Women Live through Husband & Children		
		Veil		

4.2.30 Turkey

Koulun biologia ja maantieto 6

A part of Turkey is in Europe (p. 102). I find this little bit of information important, as I feel it may make Turkey seem somehow figuratively closer than

other Asian countries. Therefore, I include it in the summary as *partially in Europe*.

Turkey's problem is said to be poverty, which shows in a high unemployment rate. Millions of Turks have had to migrate to Germany and other European countries for work. (p. 102) This sheds some light on the amount of Turks in Europe, which is a very current issue. The keywords here are *poverty and unemployment and migrants*.

Agriculture in Turkey is discussed quite extensively, from goat herding to growing fruit and tea. It is also said that a third of Turkey's population live in small villages in the countryside in very modest conditions. (p. 102) The summary here is *agriculture*. I feel that the modest conditions are already included in poverty.

Turkey is also told to be a popular tourist destination and the best-known Turkish food is said to be kebab (p. 102). This is included as *tourism and kebab*.

Polku 6

It is told that while Turkey is geographically a part of Asia, it is culturally a part of Europe (p. 108). Again, I feel this is significant information, as Europe is generally a region that the children belong to. The summary is *culturally a part of Europe*.

Summary

Table 31

Summary of Turkey

KBM	Polku
Partially in Europe	Culturally a Part of Europe
Poverty and Unemployment	
Migrants	
Agriculture	
Tourism	
Kebab	

4.2.31 Israel

Koulun biologia ja maantiето 6

Besides coastal lowlands and the Jordan valley, some of the dry desert areas inland have also been transformed into farmland. The water for irrigation is conveyed through a pipe network that is thousands of kilometres long. A lot of these products are exported. Other important exports include machinery, appliances, and diamonds. (p. 103) I have summarised this into *agriculture and industry*, and *irrigation*.

Jerusalem is the holy city of Christianity, Islam, and Judaism. Some famous sights for each religion are mentioned. It is told that many places that are known from the Bible can be found in Israel. (pp. 70, 103) The keywords are *Jerusalem – holy city of 3 religions* and *Biblical places*.

Luonnonkirja 6

Agriculture is practised with the help of irrigation. It is efficient and based in part on kibbutzim. Other sources of livelihood include industry and diamonds. (pp. 68, 78, 79) The summary is *agriculture with help of irrigation; kibbutzim, and industry and diamonds.*

Israel is the only non-Islamic country in the Middle East with a Jewish population. It is explained that they founded the state of Israel in 1948 driving away (“karkotettiin pois”) the Palestinians, leading to hostility between these groups until the present. Lack of water has added to the conflict. (pp. 69, 78) I have summarised this as *Judaism; hostility with Palestinians, and lack of water.*

Israel has a significant role in Judaism, Christianity, and Islam. Tourists are told to visit Jerusalem, the Dead Sea, which is also discussed in more depth, and Eilat. It is said that tourists should respect all religions and act accordingly. Kosher food and Sabbath are also discussed. (p. 79) The keywords and phrases are *holy place of three religions; tourism; Dead Sea, and kosher food and Sabbath.*

Pisara 6

Israel is told to stand out from the rest of Middle East because of its language (Hebrew) and its religion (Judaism) (p. 72). It is also told to be a country founded after World War II as a refuge for Jews. The keywords are *Hebrew, Judaism and refuge for Jews.*

Polku 6

Here again, Hebrew and Judaism are the only things told about Israel (p. 110). In addition, Jerusalem is told to be densely populated in a caption on page 109. I have decided on the summary *Hebrew, Judaism, and Jerusalem*. Jerusalem is included, as it is likely to be a familiar place to most children at this age from religious education, which most Finnish children still attend.

Summary

Table 32

Summary of Israel

KBM	Luonnonkirja	Pisara	Polku
Agriculture & Industry	Agriculture with Help of Irrigation	Hebrew	Hebrew
Irrigation	Kibbutzim	Judaism	Judaism
Jerusalem – Holy City of 3 Religions	Industry & Diamonds		Jerusalem
Biblical Places	Judaism		
	Hostility with Palestinians		
	Lack of Water		
	Holy Place of 3 Religions		
	Tourism		
	Dead Sea		
	Kosher Food & Sabbath		

4.2.32 Palestine

Luonnonkirja 6

It is explained that when the state of Israel was founded in 1948 the Palestinians were driven away (“karkotettiin pois”), which has led to conflicts which are still ongoing. (p. 69) The keywords here are *driven away by Jews* and *ongoing conflict with Israel*.

Pisara

Palestinians are told to have lived as refugees for the longest in Middle East and that now, after over 50 years, they are finally about to get their own state. (p. 73) The summary is *refugees* and *about to get own state*.

Summary

Table 33

Summary of Palestine

Luonnonkirja	Pisara
Driven Away by Jews	Refugees
Ongoing Conflict with Israel	About to Get Own State

4.2.33 Saudi Arabia

Koulun biologia ja maantieto 6

Saudi Arabia is a kingdom on the Arabian Peninsula, which is mostly desert. Only the coast and some big oases are populated. It is the biggest country in Middle East. (pp. 104, 106) The summaries here are *kingdom* and *desert*.

Large oil reserves have made Saudi Arabia a rich country. It is the world’s biggest oil exporter. Oil proceeds have been used to build roads,

airports, and harbours as well as developing agriculture, in particular irrigated plantations. Some agricultural products are also listed. (p. 104) The keywords here are *rich thanks to oil and agriculture*.

There are a lot of migrant workers in Saudi Arabia because there are a lot of jobs the locals do not want or cannot do. It is told that besides doing heavy manual labour, migrant workers also work as doctors, nurses, and teachers, as well as engineers in charge of oil production. (p. 104) They keyword here is *migrant workers*.

Mecca and Medina, the holy cities of Islam, are in Saudi Arabia. It is also told that transporting, accommodating, and feeding hundreds of thousands of pilgrims is a lucrative business. (p. 104) This is summarised as *holy cities of Islam and pilgrims*.

Pisara 6

Mecca is told to be the holiest city of Islam and the destination of over two million pilgrims a year. Only Muslims are allowed there, and Muslims all over the world bow towards Mecca when praying. (p. 72) The keywords are *Mecca and pilgrims*.

Polku 6

Saudi Arabia is the world's biggest oil producer and has become wealthier thanks to oil production (pp. 104, 109). Of the surface of Saudi Arabia, the largest country on the Arabian Peninsula, only approximately one per cent is arable (pp. 108, 111). I have summarised his as *wealth thanks to oil and little arable land*.

Summary

Table 34

Summary of Saudi Arabia

KBM	Pisara	Polku
Rich Thanks to Oil	Mecca	Wealth from Oil
Agriculture	Pilgrims	Little Arable Land
Migrant Workers		
Kingdom		
Desert		
Holy Cities of Islam		
Pilgrims		

4.2.34 Iraq

Koulun biologia ja maantieto 6

Iraq has the second largest oil reserves in the Middle East. It is mentioned that in the last few years wars and unrest have affected the production, but both oil and natural gas production are gradually recovering. On the river lowlands and oases wheat, rice, and dates are grown. Horses and camels are grown on dry steppes. (p. 105) The summary is *oil; war and unrest, and agriculture*.

In addition, a caption tells that Islam can be seen in the streets of Baghdad (p. 105). I will include this as *Islam*.

Luonnonkirja 6

Iraq is on the warm zone, but at places summers may be hot and winters cool. Landform varies from river valley to mountains. (p. 76) The keywords are *warm climate and from river valleys to mountains*.

Agriculture has been practised in the river valley of Euphrates and Tigris longer than anywhere else in the world. Iraq has the world's second largest oil reserves. Industry is also a source of livelihood. (p. 68, 76) I have summarised these as *agriculture, oil, and industry* and *oldest agricultural region in the world*.

Iraq is an *Arab country* and *Islam* is its main religion. (p. 76)

Polku 6

Iran and Iraq have also gained wealth from oil but dictatorship, wars, and political unrest have affected their development (p. 109). The summary that will be included in the table for Iran as well is *wealth from oil* and *unrest*.

Summary

Table 35

Summary of Iraq

KBM	Luonnonkirja	Polku
Oil	Warm Climate	Wealth from Oil
War & Unrest	From River Valleys to Mountains	Unrest
Agriculture	Agriculture, Oil, & Industry	
Islam	Oldest Agricultural Region in the World	
	Arab Country	
	Islam	

4.2.35 Iran

Jäljillä 6

Iran is said to be in a desert region, and it has significant oil and natural gas reserves, which has brought wealth to the country. Traditional Persian Rugs are also mentioned. (p. 105) The keywords for Iran are *desert; wealth thanks to oil and natural gas*, and *carpets*.

Koulun biologia ja maantieto 6

Iran is in most part desert with forest on the slopes of the mountains in the northern parts of the country. The Lut Desert is considered the hottest place on earth. (p. 106) The summary is *desert, mountains, and the hottest place on earth*.

Iran makes the majority of its income by selling oil and gas. Oil proceeds have been used to build modern industry. Cotton and a variety of fruits are also among Iran's exports. (p. 106) I have summarised this as *oil, industry, and agriculture*.

Persian *carpets* are also included in an image on page 106, which are also included in the summary.

Polku 6

Besides the information given in the section about Iraq, the only thing that is told about Iran is that it gets freezing cold in the winter in the mountains, plains, and steppes (p. 109). The summary is *cold winters and mountains, plains, and steppes*.

It is also said, that carpets are the second biggest export after oil (p. 111). The keyword is *carpets*.

Summary

Table 36

Summary of Iran

KBM	Polku
Desert, Mountains, & the Hottest Place on Earth	Wealth from Oil
Oil, Industry, & Agriculture	Unrest
Carpets	Cold Winters
	Mountains, Plains, & Steppes
	Carpets

4.2.36 Oceania

In this analysis, 'Oceania' is the smaller island nations of Australia and Oceania, i.e. all countries of the region except Australia and New Zealand.

Jäljillä 6

Oceania is made up of thousands of islands, the combined area of which is about four times the area of Finland. There are inhabitants on the bigger islands, but the smaller islands are small, rocky, and uninhabited. (p. 49) The keywords here are *thousands of islands*.

Koulun biologia ja maantieto 6

The small islands of Oceania are either coral islands or volcanoes. The soil of the volcanic islands is very fertile. The climate is tropical and people do not need a lot of clothing. The houses are very lightly built. (pp. 124, 125) Oceania according to this book is summarised as *tropical islands* and *lightly dressed people in lightly built houses*.

Even though the island of New Guinea is mentioned, the country of Papua New Guinea is not mentioned by name. The only information given is that the population is sparse on the rainforest island of New Guinea (p. 67), leading to the rather obvious summary of *New Guinea – sparsely populated rainforest*.

Luonnonkirja 6

Oceania and Australia were populated around the same time. Because of the rapidly growing population some Melanesians left to populate Polynesia about 3 000 years ago. They were skilled seafarers that had everything they needed for starting a new life in their canoes. (p. 122) I will summarise this bit of information as *skilled seafarers*.

Pisara 6

Oceania consists of islands that are mostly small and either volcanic or made of coral. There is a lot of water and not much land. There are lots of sandy beaches. (pp. 76, 77)

Once more, the people of Oceania are not even mentioned. Oceania is almost made to seem like a collection of desert islands, although the sandy beaches could be from a tourist brochure. I have summarised Oceania into *small islands, a lot of water, and sandy beaches*.

Polku 5

Oceania is a hot place on the other side of the world (pp. 101, 102, 106). It consists of thousands of islands, the biggest of which is Australia (p. 102). Some of the islands are independent whereas some are ruled by other countries further away (p. 102). The islands are far apart and the locals move from one

island to another by canoes, motor boats, and aeroplanes (p. 103). On this general information I decided on the summary of *hot, far apart islands*.

In Oceania, people make their living by growing coconuts and fruit, as well as pigs and chicken. Some of the products are exported. The long distances, small population, and lack of arable land make it hard to make a living in Oceania. (p. 103) The sources of livelihood are summarised as *agriculture in difficult conditions*.

European settlers arrived to Oceania in the 19th century bringing Indians along as workers, and about half of the population of the islands descend from these Indians (p. 103). The flags of some Oceanian nations tell of their history as colonies of the UK (p. 104). This book is the only one that has a real mention about the people of Oceania. The summary for this part is *former colonies, European settlers, and descendant of Indians*. Nothing is said about what happened to the Europeans, though.

The islanders combine tradition with the modern (p. 103). An image of Polynesian tribal masks illustrates the traditional part (p. 104). Unlike on many other instances, the modern part is also mentioned here. This leads to the summary *tradition and modernity*.

Summary

Table 37

Summary of Oceania

Jäljillä	KBM	Luonnonkirja	Pisara	Polku
Thousands of Islands	Tropical Islands & Lightly Dressed People in Lightly Built Houses New Guinea – Sparsely Populated Rainforest	Skilled Seafarers	Small Islands, Water, & Sandy Beaches	Hot Islands Far Apart Agriculture in Difficult Conditions Former Colonies, European Settlers, & Descendant of Indians Tradition & Modernity

4.2.37 Australia

The Australian Aborigines are discussed separately in the following section.

Jäljillä 6

Australia is located on the other side of the world from Finland. Australia has been separated from the other continents for millions of years and thus there are animals in Australia that cannot be found anywhere else in the world, such as marsupials. (p. 49) Here I have decided to call this image on the keywords *isolated and faraway*.

Australia is a highly industrialised country that produces minerals, which it also processes and refines. Australia produces more wool than any other country in the world. Breeding cattle is the most important form of

agriculture. (p. 49) This image given of the industry was summarised as *cattle and industry*.

A group of Europeans, mostly British and Dutch, moved to Australia about 200 years ago. Most Australians are their descendants. (p. 49) The image of Australians is *descendants of Europeans*.

For the most part, Australia is either desert or semi-arid, although rainforest can be found in the north. On the east coast the climate is pleasant, which is why the biggest cities are located there. (p. 49) I have summarised this image into *desert with big cities in the east*.

Koulun biologia ja maantiö 6

The populations of both Australia and New Zealand consist largely of immigrants and their descendants (p. 124). They are both modern industrial and agricultural states with a high standard of living (pp. 126, 128). The keywords here are *descendants of immigrants* and *a high standard of living*. In the summary tables these will be included under both Australia and New Zealand.

Australia is the smallest, flattest, lowest, driest, and most sparsely populated continent, and is located on the opposite side of the world from Finland (pp. 67, 109, 125). I decided to summarise this information into *faraway continent of superlatives*.

On the savannahs and steppes wheat and sheep are grown. Most of the pastureland is so barren that it is only suitable for sheep. There are more sheep in Australia than in any other country. The east is more fertile and the farms there are small and effectively run. In the more barren areas, there can be a couple of hundred kilometres between a farm's borders and farmers use

helicopters to guide their herds. Because there are so few people in Australia, they can export a lot of their agricultural products. (p. 125-126) The keywords for the information on the livelihoods of Australians are *sheep; huge farms, and export.*

Almost all Australians are descendants of European immigrants. Majority of the immigrants were from the UK. A lot of immigrants arrived in Australia during a gold rush about 150 years ago. Today most immigrants come from Asia. (pp. 126, 128) The population of Australia is described as *European and Asian immigrants.*

The population in Australia is very unevenly divided. Living conditions in the desolate deserts of the interior are extremely difficult. Almost a third of Australians live on the (south) east coast. They have been lured there by farming, industry, and mining. Almost 90 per cent of Australians live in cities. (pp. 67, 126) The additional information given here about the Australian population is summarised as *city dwellers on the east coast.*

Luonnonkirja 6

According to the author(s), Australia is a very special country in many ways. It is the only country that is also a whole continent and the only inhabited continent completely on the Southern hemisphere. The northern parts belong to the hot, central parts to the warm, and the southern parts to the temperate zone. Australia is the smallest, driest, and flattest continent. (pp. 124, 150) As the author(s) clearly attempt to highlight the particularity of Australia, the summary for this information is *a very special country.*

Australia has been isolated from the rest of the world for a hundred million years and the nature has developed to be unique from

anywhere else on Earth. The unique or rare animals include marsupials, venomous snakes, koala, and crocodiles, which are told to occasionally eat humans as well. (pp. 125, 127, 150, 151) This information further emphasises the uniqueness of the country, and I have decided to summarise it as *unique and dangerous animals*. The latter part comes from the mention of both the venomous snakes and the man-eating crocodiles.

Tasmania was found by the Dutchman Abel Tasman in the 17th century. In the 18th century the Englishman James Cook declared Australia a part of England. From 1788 onwards, Australia was at first used as a penal colony. (p. 125) This historical information can be summarised into *former part of England and a penal colony*. This is also the only book to give some details on the discovery of Australia by Europeans.

For the most part, Australia is a dry steppe or desert. The rainiest areas are on the north and east coasts, and the driest area is the central part of the country. Rainfall affects the agriculture in the different parts of Australia. In Eastern Australia even skiing is possible on the snow covered slopes of the Great Dividing Range. (pp. 124, 126-127, 150)

As this is, once again, a book meant also for biology education there is quite a lot of information on the climate and environment. This brief summary shows the variety of the Australian climate, and therefore I have decided upon the keywords *from deserts to snow covered mountains*.

Australia is a developed agricultural country that exports, for example, a lot of wheat to Europe. There are more sheep in Australia than anywhere else in the world. Winegrowing is practised mostly in the southern states of the country. (pp. 124, 126, 127, 151) Agriculture as a source of

livelihood is highlighted the most, so I think this information can be put into *agriculture and sheep*. This is already the second book where the high amount of sheep in Australia compared to people is discussed.

Minerals have been discovered in many parts of Australia, including the world's largest gold nugget. It was found in 1869 and caused a gold rush that brought a lot of immigrants to Australia. (p. 151) Here we get some more historical information as well as a mention of the immigrants, which will be further discussed below. Therefore the immigrants are not included in this summary, which is *mineral findings and a gold rush*.

Australia's current population is mostly descendants of European immigrants (94 %). There are also Asian immigrants (4 %) and Aborigines (1.5 %). About 15 000 Finns have immigrated to Australia. (pp. 125, 127) Here, the immigrant background of the majority of Australians is discussed in more detail. As the book has been written for Finland, the number of Finnish immigrants is also mentioned. This information is briefly summarised into *land of immigrants*. I considered including multiculturalism in the summary, but the percentages of people with a certain background clearly emphasises the number of Europeans, and thus I decided against including it.

Most Australians live on the east and south east coast where the climate is more pleasant. Almost half live in the two largest cities, Sydney and Melbourne. Sydney is the biggest city of Australia. It has a famous opera house and the Olympic Games were held there in 2000. Sydney Harbour is said to be one of the most beautiful in the world. (pp. 126, 127, 151)

As Sydney is mentioned as one of the places where a lot of Australians live, I also decided to include the information on Sydney here. This

leads to two separate summaries: *population focused in the south east* and *Sydney – Olympic city with a beautiful harbour*. It can be argued, that the information about Sydney is not important to the image of Australia, but I feel it is something the pupils' may remember as it is discussed in more detail than some other aspects.

The living conditions and housing of Australians are also brought up:

There is a lot of space in Australia, which is why most Australians live in detached houses in peaceful residential areas. The houses on the southern coast are chilly during the winter months (June, July, and August), because there is no heating. (p. 151)

I will categorise this information as *peaceful living with no heating*. The detail about heating will most likely stand out, as in Finland people are used to having heating, and for some reason this was something the author(s) deemed worth mentioning.

The character and hobbies of Australians are also discussed: “Australians or “Aussies” are open, friendly, and direct. Their lifestyle is relaxed. They speak English with their own dialect” and “Aussies love to barbecue”. Food is also discussed to some extent, including the information that the unofficial national seasoning is vegemite. According to the book, Australians miss vegemite more than home when they are abroad. (p. 151)

This is one of the few places where the character of a people is explicitly discussed. I summarise this information into *friendly, direct, and laid-back* and *barbecue and Vegemite*.

Pisara 6

Australia, which is separated from all other continents, is situated on the southern hemisphere, and thus the seasons are opposite to those in Finland (pp. 76, 77). I decided to summarise this information as *isolation on the opposite side of the world*.

Australia is a multicultural country with lots of immigrants. The majority of Australians are of European descent, but there are also many of Asian descent. The European population is due to the fact that Australia used to be a British colony. In the beginning, it was used as a penal colony, but most immigrants were farmers or gold diggers. (pp. 80, 81) As in all of the previously analysed books, the immigrant origin of Australians is once again discussed. Here the Asian immigrants are brought up as well. I have summarised this into *multiculturalism and immigrants and former British colony*.

The population of Australia is concentrated on the south east coast of the country, where there are several big cities (pp. 79, 80, 81). The inner parts of Australia are a dry desert (pp. 78, 79). The climate is quite dry and there is a dry season and a rainy season (p. 78). This overview of Australia is put into the keywords of *dry climate* and *cities in the south east*.

Australia has a lot of natural resources and produces a lot of raw material which are exported. A lot of sheep are grown in Australia for meat and wool, which are also important export products, as well as some other farming products. (p. 81) The sources of livelihood discussed here are summarised in *natural resources and sheep*.

There appears to be an underlying assumption that the difference of Australian nature means that children have already read or seen something about it: “You may have seen nature documentaries about Australia” (p. 78), and “What Australian animals have you seen in pictures, books, or TV shows?” (p. 79). Without going too much into details about the nature, which is again discussed more for the purposes of biology education, I have decided upon the summary *exotic nature*.

Overall, the difference between Australia and Finland seems to be emphasised, particularly the differences in climate and environment. Not a lot is said about the people of Australia, except for their ethnic backgrounds. The general image of seems to be of a different and beautiful faraway country.

Polku 5

Australia is a country of opposites, where there is a lot to experience (p. 106). The scenery is great and strange animals live in Australia (pp. 106, 108). The seasons are opposite to those in Finland (pp. 106, 109). Australia is made to sound like a very different place to Finland, which is emphasised by the comparison. The keywords for this part are *a lot to see and experience*, and *strange animals*.

The inner parts of Australia are a hot and dry desert, whereas the south is cooler (pp. 106, 116). In the northern parts of Australia there are two seasons: the dry season and the rainy season (p. 107). Coral reefs and tropical rainforests can also be found in Australia (p. 106). Again, the climate and nature are discussed quite extensively for the purposes of biology education, but I choose to mostly ignore these parts. What I will take from this is the brief *varying climate*.

Australia has plenty of natural resources that have been mined since the gold rush in the 1850s. Australia exports wheat, beef, mutton, wool, textiles, chemicals, and motor vehicles. It also produces films, and is a popular and diverse tourist destination. (pp. 108, 109) The information about the sources of livelihood is summarised into *natural resources, exports, films, and tourism*.

Most Australians live in the big metropolises on the coast (pp. 116, 117). Australia is a wealthy country, but there are differences between the south and the north: the northerners are poorer than the southerners (p. 108). This is the only book that discusses the difference in the distribution of wealth within Australia. The summary for this section is *cities on the coast and wealthier South*.

During the colonial era the British brought prisoners to Australia. Today Australians are mostly immigrants from the UK and Ireland. There are also other Europeans (including Finns), and more recently, Asians. English is the official language of Australia. (pp. 114, 116) Here again, Finns are mentioned as a group of immigrants. The newer group of immigrants from Asia is also mentioned. I have summarised this into *former colony and prison and immigrants from the British Isles*.

There are ten times more sheep than people in Australia. In the remote areas of the desert, there are farms so big that you need a plane to move around them. Children on these farms go to school with the help of the Internet and the radio. (pp. 108, 116) The sheep are once again brought up. The summary here is *sheep, huge farms, and long-distance school*.

Australians are a friendly people. Some of them can afford to spend a lot of money on parties. Popular sports include cricket and rugby, among others

(these were the two sports from a long list which also had photos). Australians enjoy spending time outdoors with their friends. (pp. 108, 114, 116) This is the second book where the character of Australians is discussed. Both books seem to agree on Australians being friendly. Partying and spending time outdoors with friends makes it sound like they have plenty of free time and there is a long list of sports which gives an impression they are very sporty as well. The summary is *friendly, sporty, and fun-loving*.

Summary

Table 38

Summary of Australia

Jäljillä	KBM	Luonnonkirja	Pisara	Polku
Isolated & Faraway	Faraway Continent of Superlatives	A Very Special Country	Isolation on the Opposite Side of the World	A Lot to See & Experience
Desert with Big Cities in the East	City Dwellers on the East Coast	Unique & Dangerous Animals	Multiculturalism & Immigrants	Strange Animals
Cattle & Industry	Descendants of Immigrants	Formerly a Part of England & a Penal Colony	Former British Colony	Varying Climate
Descendants of Europeans	European & Asian Immigrants	From Deserts to Snow Covered Mountains	Dry Climate	Natural Resources, Exports, Films, & Tourism
	High Standard of Living	Agriculture and Sheep	Exotic Nature	Sheep, Huge Farms, & Long-Distance School
	Sheep, Huge Farms, & Export	Mineral Findings & a Gold Rush	Natural Resources & Sheep	Cities on the Coast
		Land of Immigrants		Wealthier South
		Population Focused in the		Former Colony and Prison

		South East Sydney – Olympic City with a Beautiful Harbour Peaceful Living with No Heating Friendly, Direct, & Laid-Back People Barbecue & Vegemite		Immigrants from the British Isles Friendly, Sporty, & Fun-Loving People
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4.2.38 Australian Aborigines

Jäljillä 6

The Australian Aborigines came to Australia from Asia 50 000 years ago. They have used the boomerang for hunting. (p. 49) The latter part is mentioned in the caption of a photo of Aboriginal children throwing the boomerang. What stands out based on the little information available is *boomerang hunting*.

Not much of an image can be drawn of the Australian Aborigines based on this information alone. Combined with the information of European immigrants coming to Australia approximately 200 years ago one can possibly deduct that the Aborigines were there first (the Finnish word “aboriginaali” is usually only used of the Australian Aborigines and does not directly refer to the people being the original inhabitants of a region). The boomerang hunting seems just a curious custom the author(s) brought up because they also had a photo of it.

Koulun biologia ja maantieto 6

Before the immigrants arrived, the aboriginal Australians lived in harmony with the nature collecting plants and hunting kangaroos with boomerangs. Uluru is their sacred place, and also a popular tourist destination, with hundreds of thousands of tourists coming to admire it every year. Today the half a million Aborigines of Australia work on cattle farms and in the cities. Their old traditions and sacred locations have only gotten respect in recent times. An image of one of these traditions, an Aborigine preparing an art work out of sand, is also included. (pp. 125, 126)

I decided to summarise this information into *old traditions and newly found respect and work on farms and in cities*. This was a rather difficult summary, but as the author(s) clearly wanted to bring up that the Aborigines have gained respect in the recent years, I decided to include it. The traditions are the most discussed topic, so choosing to include them was an easy choice. Because the image included shows one of these old traditions, it seems that the Aborigine follow these old traditions even today, although it is not said directly. It is also hinted that it was the Europeans who lead to the Aborigines moving from living in harmony with the nature to working on farms and in cities.

Luonnonkirja 6

Australian Aborigines believe spirits created everything on Earth during the Dreaming Time. It is the basis of their conception of the world:

It is a collection of stories about the birth of the world. The Aborigines believe that they are a part of nature and their duty is to respect the earth. The earth does not belong to them but they belong to the earth.

They arrived to Australia from Asia about 45 000 to 60 000 years ago, most likely through the islands of Indonesia and New Guinea. They use, for instance,

spears and boomerangs for hunting. An image of Aborigines with face paintings is also included on page 151. (pp. 125, 151, 203)

In this book there is more information about the Australian Aborigines than in the previous books, but it focuses mostly on their past and beliefs. Even the photos included are of an Aborigine with a painted face and another one hunting with a spear. This gives the impression that all the Aborigines still follow the old traditions and hunt using boomerangs. That is why I summarise this information as *old traditions* and *respecting the nature*.

Pisara 6

Australian Aborigines, the original people of the continent, respect the nature and pass on their knowledge of it in the form of stories and songs (pp. 78?, 80, 81). The keywords for this brief information are *respect of nature passed on in songs and stories*.

Polku 5

The Australian Aborigines are skilled at surviving in the nature, and view themselves as a part of nature. They were persecuted by the British and today make up only two per cent of Australians. They have attempted to maintain their original way of life. Uluru is their sacred place. (pp. 108, 109, 114-115, 117, 194)

Once more, the relationship the Aborigines have with the nature is highlighted. Here, though, it is explained that they have attempted to keep their way of life even today, giving an idea on how they live today and also the impression that it is a choice instead of a lack of opportunities that has led to

this. This is summarised as *traditional way of life; a part of nature and survivors of persecution*.

Summary

Table 39

Summary of Australian Aborigines

Jäljillä	KBM	Luonnonkirja	Pisara	Polku
Boomerang Hunting	Old Traditions & Newly Found Respect Work on Farms & in Cities	Old Traditions Respecting the Nature	Respect of Nature Passed on in Songs & Stories	Traditional Way of Life Part of Nature Survivors of Persecution

4.2.39 New Zealand

Jäljillä 6

New Zealand is one of the island nations of Oceania, made up of two islands. The aboriginal people of New Zealand are called the Maori. (p. 51) I have summarised this information into *island nation* and *the Maori*. Since this is the extent of information there is about the Maori, they do not have their own section unlike the Australian Aborigines.

New Zealand is volcanic, and volcanoes and hot springs can be found there. At times, there are also earthquakes. New Zealand has very diverse vegetation. There are tropical beaches with coconut trees, as well as bare mountain tops. New Zealand has also been isolated from the rest of the world, and many flightless birds such as the kiwi can be found there. (p. 51) The information given here is *volcanoes, beaches, and mountains and isolation*.

Koulun biologia ja maantiето 6

Both fjords and volcanoes can be found on the South Island of New Zealand, and the author states that “Such diverse and beautiful scenery as in New Zealand can hardly be found anywhere else. There are glaciers, forests, clear blue lakes, majestic mountains, and lush pastures”. The climate is mild, so it is never very cold or hot. Even though the nature is still beautiful, it has suffered from the arrival of the Europeans: “In the past, New Zealand was covered in luxuriant deciduous forest, but European settlers eradicated the magnificent (“upea”) forests almost completely in order to get pastureland for sheep.” (p. 127)

This information, which could almost come from a tourist brochure for New Zealand, is summarised as *magnificent nature despite the Europeans*. This may seem like an exaggeration but so does the book itself, and stereotypes are often exaggerations as well. As mentioned before, this could be a tourist brochure for New Zealand, praising the unique and beautiful nature, which the Europeans luckily have not managed to completely destroy. Here, once again, Europeans as the bad guys are brought up.

The pastures of New Zealand are among the best in the world, because the soil and pasture are ideal for grass. Cattle and other related industries are very important. There are ten times as many sheep and three times as many cows as people in New Zealand. A lot of kiwi fruit is also grown for export. (pp. 127, 128) The praise of New Zealand continues here, and will be summarised as *sheep and great pastures*.

The majority of people in New Zealand are of British origin. The aboriginal people of the islands are the Maori. According to the author(s), most

people live in European style wooden houses. (p. 127) This is the only information we get of the people of New Zealand, and I have decided on the key phrase of *British immigrants, the Maori, and European houses*. The Maori are not discussed in more detail, so based on this book one would not know anything except for their name. The British origin of the immigrants together with the European housing style gives an idea of a country with a rather European culture.

Luonnonkirja 6

New Zealand, an island nation a little bit smaller than Finland, is the country furthest away from Finland. A lot of mutton is produced in New Zealand. (p. 127) This is the whole extent of information given about New Zealand, excluding information about the Maori, which is discussed below. Not a lot can be learned from this, but I would rephrase it as *faraway mutton producer*.

Maori are the aboriginal people of New Zealand. They have lived in the country since the 12th century and have never completely surrendered to Europeans, despite the Europeans best attempts. In the past decades there have been negotiations of improving the position of the Maori and returning lost land to them. Tattoos and elaborate wood ornaments are part of their culture. They are known, for example, for their way of greeting by rubbing their noses together. (pp. 127, 199)

As with the Australian Aborigines, more information is given about the Maori than in most other books analysed, which says a lot of the amount of information usually given. Here again, as seems to be the case in many books, the European oppression is brought up. Their traditional culture is also discussed, even if not in as much detail as that of the Australian

Aborigines. It is notable that here, too, the return of lands and respect is brought up. I decided on the summary of *Maori – original culture and standing up to the Europeans*.

Polku 5

New Zealand has volcanoes, hot springs, geysers, snowy mountains, glaciers, and fjords, and the temperature varies greatly depending on the altitude (p. 103). The nature is further described as “hieno”, which could be translated here as “beautiful” or “nice”: “The *Lord of the Rings* films were shot in the beautiful scenery of New Zealand.” (p. 105). The seasons are the opposite of those in Europe (pp. 104, 105). The variety in the nature of New Zealand is discussed again, although in this book focus is more on geological phenomena than on the vegetation, but a very positive overall image is given, especially when referring to the film. This is summarised as *beautiful nature*.

There are more sheep and cows in New Zealand than people. Wool, mutton, dairy products, and fruit are exported. (p. 103) As these are the only sources of livelihood mentioned, it makes New Zealand like an agricultural country. I have summarised this very briefly in the word *agriculture*.

Most people in New Zealand are of European origin. The Maori are the aboriginal people of New Zealand, as well as the biggest minority. (p. 103) Once again, the people of New Zealand get less attention than those of Australia. The Maori are only mentioned briefly. The keywords here are *Europeans and Maori*.

Summary

Table 40

Summary of New Zealand

Jäljillä	KBM	Luonnonkirja	Polku
Island Nation	Descendants of Immigrants	Faraway Mutton Producer	Beautiful Nature
Isolation	High Standard of Living	Maori – Original Culture, Standing Up to the Europeans, & Regaining Lands & Respect	Agriculture
Volcanoes, Beaches, & Mountains	Magnificent Nature Despite the Europeans		Europeans & Maori
The Maori	Sheep & Great Pastures		
	British Immigrants, the Maori, & European Houses		

4.2.40 Central America

Central America is the isthmus between the Americas plus the Caribbean Islands. The Caribbean Islands also have their own section further on.

Jäljillä 6

The Central American climate is warm. Bananas, coffee and sugar cane, which can be used to make for example sugar, rum, or fuel for cars, are grown in Central America, among others. (p. 47) Not much of an image can be drawn from this little information, but the things that stand out are *warmth and sugar*.

Luonnonkirja 6

Indigenous Americans moved to South America through Central America splitting into several tribes and cultures. Central American tribes include Aztecs, Mayas, and Toltecs, for instance. European conquerors destroyed some

of the indigenous cultures of Central America. (p. 139) Several tribes are mentioned here, as is the Europeans having mistreated people on the American continent as well. The keywords of this section are *indigenous cultures* and *European conquerors*.

The most widely spoken language of the area is Spanish due to the history of European conquerors and Spanish and Portuguese immigrants (p. 139). The European conquerors are discussed further here, as is their influence on the region. As they were already included in the previous summary, I will only use *Spanish (language)* as the summary for this section.

Polku 6

European explorers arriving in America in the 15th century started the European colonial era when, for example, Spain conquered Central American areas from the indigenous people, often very violently. (p. 67) I summarise this into *violent conquests by Europeans*.

There are large plantations in Central America. Plants grown on plantations for export are called “money plants”, and include, for example, banana, coffee, cocoa, and sugar cane. The work on plantations is to a great extent automated and very seasonal, and plantation workers usually have hard lives and do not get paid well. (pp. 66, 69) Here the essential information is *plantations* and *hard lives of plantation workers*.

The Central American population originates from several continents. Aztecs and Mayas, among others, were the indigenous people of the region, and the current population is a mixture of their descendants, descendants of African slaves (particularly on the Caribbean Islands, which is why their skin colour is darker), and European immigrants (particularly in the

Central American isthmus). Most are Catholics, although sometimes mixed with natural religions. Languages spoken in Central America include Spanish, English, and several languages of the indigenous people. (p. 67) The summaries I have come up with are *population's origins on several continents; Catholicism, and several languages, as well as Aztecs and Mayas.*

The only information on the environment of Central America in general is that it is *volcanic* (p. 66).

Summary

Table 41

Summary of Central America

Jäljillä	KBM	Polku
Warmth & Sugar	Indigenous Cultures European Conquerors Spanish (Language)	Volcanic Violent Conquests by Europeans Plantations Hard Lives of Plantation Workers Population's Origins on Several Continents Catholicism Several Languages Aztecs & Mayas

4.2.41 Mexico

Polku 6

It is warm around the year in Mexico and in places even tropically hot. Cacti are a very common sight on the steppes. (pp. 68, 69) The simple summary here is *heat and cacti*.

Mexico is poorer than the neighbouring USA, and poor Mexicans attempt to get to the USA even illegally. (pp. 62, 69) Here the keywords are *poverty* and *illegal immigration to the USA*.

Mexico is the world's largest Spanish speaking country. The capital city, México, is the biggest city of the world. Pollution from the cars is an issue in the city, but luckily there is an extensive underground network. (p. 68) It is unclear whether the underground network is a way to avoid the pollution in the air or to try to control it by using public transport. What I take from this paragraph is *Spanish (language)*; *México – Biggest city in the world*, and *México – Pollution*.

There is also an image of traditional Mexican costumes, which are told to be very colourful (p. 68). I will include this as *colourful traditional costumes*.

Aztecs are discussed somewhat in depth. They are, for example, told to have been a warrior people that built a great empire in the 14th and 15th centuries, using irrigation, and exploiting other indigenous peoples. Their religion is discussed also. The Spanish conquistadors are told to have destroyed their culture within a few decades. (p. 74) The reason I have not made a separate section for the Aztecs is that, at least according to this book, they or

their culture no longer exists, and therefore I consider them a part of Mexican history, rather than a group of people whose image to analyse. Thus, the summary is simply *Aztec culture destroyed by the Spanish*.

Summary

Table 42

Summary of Mexico

Polku
Aztec Culture Destroyed by the Spanish
Poverty
Illegal Immigration to the USA
Heat & Cacti
Spanish (Language)
México – Biggest City in the World
México – Pollution
Colourful Traditional Costumes

4.2.42 Caribbean Islands

Luonnonkirja 6

European settlers grew sugar cane on plantations on the tropical islands of Caribbean. African slaves were brought to work on the farms. Their culture still affects, for example, the region's music, such as Cuban rhythms. (p. 141)

Here the African effect on the region's culture is discussed, and how come there even is an African effect. This can be summarised as *European Settlers and African Slaves*, and *tropical islands*. I consider the effect of the African culture included in this summary, because if there are a lot of people from a

certain region living somewhere they will definitely have an effect on the culture.

Jamaica is also discussed briefly in the caption of a photo. About 80 % of Jamaicans are black and 100 000 out of 800 000 are Rastafarian, best known for their hair, by religion. (p. 141) Jamaica is the only Caribbean island discussed in more than passing, although not much is said here. The essence here is *blacks and Rastafari*, which is quite a one-sided image. I assume the part about Jamaicans being black is brought up because of the mention of the African slaves (see next paragraph), and a photo included with the text.

Polku 6

It is explained that the skin colour of Caribbean people is darker, as they are descendants of African slaves (p. 67). The keywords are *darker skin* and *descendants of African slaves*. As the skin colour is emphasised by mentioning it, I feel it should be included in the summary.

Summary

Table 43

Summary of the Caribbean Islands

Luonnonkirja	Polku
European Settlers & African Slaves	Darker Skin Colour
Tropical Islands	Descendants of African Slaves
Jamaica – Blacks & Rastafari	

4.2.43 North America

North America consists of Canada, Greenland, and the USA.

Jäljillä 6

Very few trees grow in the northernmost parts of North America. A little bit further to the south is a boreal forest belt. Wood is used, for example, in paper industry which makes this area economically significant. (p. 47) This information is summarised as *economically significant forests* and *barren north*.

The population of America is still very multicultural. (p. 47) As this information is not clearly related to the other information I decided not to combine it in another paragraph. Its rather obvious summary is *multicultural*.

Koulun biologia ja maantieto 6

This book only mentions North America in passing. Things mentioned include the large surface area of both the USA and Canada, and the cold climate and uninhabited areas of the north. The north western coast of North America is said to have good conditions for industry and cities that have grown together. (p. 66) I have put this information into *tundra and industry*. To me, the image is quite cold, both literally and figuratively speaking.

Luonnonkirja 6

A lot of immigrants have moved to North America, including about 40 million Europeans after they discovered North America. These include around 400 000 Finns. (pp. 136, 137) Finns are again brought in the picture to relate this more to the pupils' own lives and surroundings. The brief summary for this is *immigrants*.

Polku 6

The American continent can be divided culturally and linguistically into Anglo-America, where the living standards are higher, and Latin America (p.

59). This is summarised as *Anglo-America* and *higher standard of living than in Latin America*.

The assignments (p. 65) focus on the pupils' previous knowledge on North America: "What North American products do you know and from which country are they?" and "What films and TV shows do you know that have been produced in North America? What kind of an image do they give of life there?". In the latter, children are made to think of the image themselves, which could be a good step on the way of making them aware of their stereotypes, depending of course on how the teacher handles this question. While this is interesting, it is not directly a part of my study, as the image that might emerge here is not based on the information in the book but on other sources. Yet, what I take from here, is the fact that North American products and films and TV shows are highlighted, and turn it into *products, films, and TV shows known around the world*.

Summary

Table 44

Summary of North America

Jäljillä	KBM	Luonnonkirja	Polku
Economically Significant Forests	Tundra & Industry	Immigrants	Products, Films, & TV Shows Known Around the World
Barren North			Anglo-America
Multicultural			Higher Standard of Living than in Latin America

4.2.44 The USA

Jäljillä 6

The first country of the American continent, the USA, was formed in 1775. USA has many fertile plains and is the world's biggest grain producer. Other natural resources include, for instance, oil. USA is one of the world's leading industrial states and has a significant effect on the world economy. (p. 47) Economy seems to be the focus of the information given on the USA. It is summarised as *industry and influence*. As nothing more about the country is said, the image based on this book is that of an industrial (world) power.

Luonnonkirja 6

The population of the USA is mostly made up of descendants of European immigrants. A lot of them have arrived through New York, as discussed below, and then moved further on lured by a familiar climate or for example, the gold rush in California in the 19th century. (pp. 137, 138, 139) Even though European immigrants get more attention, the Chinese are mentioned in passing, too. The summary is simply *land of (European) immigrants*.

New York was the most important port of immigrants arriving to the USA, and you can meet people from all over the world there. It is largest city of the country and has sometimes been called a melting pot, but actually different cultures and nationalities live quite apart from each other. For example, in Chinatown one could well imagine being in China. (p. 137) New York is the only city discussed in this book. Immigrants are discussed quite extensively here, too, emphasising them. I have summarised this into *New York*

– *Salad Bowl instead of Melting Pot and New York – Arrival Port and Largest City.*

Immigrants have also affected the food in the USA. The foods vary around the country depending on where the immigrants of that region came from. Portions in the USA are big, especially the steaks. Some local delicacies are also mentioned. (p. 163) The essential information here is *big portions and food from around the world.*

Almost half of the area of the USA is used for agriculture, and especially the prairie is very arable. Cowboys also herd cattle there. The most important industrial zones are in the North East. Thanks to iron ore and coal deposits, there is steel industry in the northern parts of the Appalachian Mountains. Other important industries include car, aviation, information technology, film, and petrochemicals. Even though there are many natural resources, raw material and energy has to be imported as well. (pp. 138, 163, 184) I have summarised these sources of livelihood into *agriculture, natural resources, and industry, and importing raw material and energy.*

The variety of the climate zones and vegetation are discussed on page 162. The only information I will take from this is *varied climate.*

Polku 6

The United States of America is told to consist of 50 states, and some of these states are discussed in more detail. These include the pleasant climate of California and Florida, the large Latino population of the Southern states, and the prairie in Kansas, among others. (pp. 62, 64) I have decided on the summary *50 states* only, as I see it as the main information here.

One of the headlines in this book is “The USA - Land of Opportunities”. In one of the assignments, pupils are asked to explain what is meant by this, further emphasising the idea. It is further explained that enterprise and freedom to fulfil oneself are appreciated in the USA, and it is thought that everyone should manage on their own. (pp. 62, 67) I will keep the original headline *land of opportunities*, and include also the term *individualism* referring to the last phrase.

Here, too, the USA is told to be very influential: “The United States have a major influence on world politics, commerce, and decisions concerning the whole world.” (p. 62) The keyword is *influence*.

On average, people in the USA have a high level of income and many people wish to move there in hopes of a higher standard of living, some of the poorer even illegally. There are many well-to-do people in the USA, but also a large group of very poor people. (p. 62) Here they keywords and phrases for me are *high standard of living; differences in income, and illegal immigrants*. As it is mentioned that there is a high number of Latinos in the country and in the section about Mexico that some of them try to cross the border illegally, one can read between the lines that these illegal immigrants might be at least in part from Mexico.

Many sights are mentioned in this book, including the sights of New York, natural sights such as Yellowstone and the Grand Canyon, and Route 66. (pp. 62, 63, 64) This is simply summarised as *sights*.

This book also briefly brings up some more current issues, such as hurricane Katrina and Barack Obama, and refers to things such as the Wizard of Oz and the world’s first drive-thru. This brings a more current feel

to things, as well as discussing things of which the children may already have heard. (pp. 63, 64) I have decided to include this as *familiar events, people, and things*.

Summary

Table 45

Summary of the USA

Jäljillä	Luonnonkirja	Polku
Industry & Influence	Big Portions & Food from Around the World	Land of Opportunities
	Land of (European) Immigrants	Individualism
	New York – Salad Bowl instead of a Melting Pot	Influence
	New York – Arrival Port and Largest City	Familiar Events, People, & Things
	Varied Climate	Sights
	Agriculture, Natural Resources, & Industry	High Standard of Living
	Importing Raw Material & Energy	Differences in Income
		Illegal immigrants
	50 States	

4.2.45 Native Americans

The term ‘Native Americans’ is used here to describe the indigenous people of North America, or more specifically the USA when it is possible to distinguish between them and indigenous Canadians.

Jäljillä 6

People and advanced cultures have existed on the American continent for a long time. Native American tribes have lived in North America. Europeans

discovered the continent in the 15th century and colonised it forcing the natives to move away from their homes. (p. 47)

The trend here seems to be the same as with many other of the native people mentioned in the books: the culture is highlighted or described as advanced, and the poor behaviour of Europeans towards them is discussed. I have decided upon the summary *advanced culture and mistreatment by Europeans*.

Luonnonkirja 6

Native Americans are discussed relatively extensively. They are the original inhabitants of the USA and there used to be hundreds of tribes (some of which are also mentioned by name) but by the beginning of the 20th century their number had gone down significantly due to wars, diseases, and hunger. In the 1990s, their number had climbed back up to 2 million. (p. 163) As a lot of this information is strictly factual or numerical instead of descriptive, it is somewhat harder to decide on keywords relating to the image of the people. In the end, I have ended up with *growing in numbers after difficulties*.

The three most important men of a tribe were the chief, the warlord, and the shaman, who was needed to contact the spirit world. Some famous chiefs are also named. (p. 163) Here, the past tense is used when discussing the important men, which gives the impression that either this is no longer the case, or there are no longer tribes. This paragraph is also hard to summarise, as it refers to traditions, but only one of them and it is discussed in a past tense. On the other hand, leaving it completely out of the analysis would leave traditions out completely. Therefore, I finally decided on the summary *past traditions*, attempting to highlight the fact that there are old customs,

although only based on his book one cannot be sure if they are still followed or not.

On the prairies east of the Appalachian Mountains a huge herd of buffaloes were found. The Native Americans used to hunt them until the white men that conquered the land hunted them almost into extinction. (p. 138) Here, again, another custom is discussed in past tense. I will summarise this as *used to hunt buffaloes*. This along with the previous paragraph gives an impression that the Native Americans no longer follow their traditions.

Researchers assume that Native Americans followed game across the Bering Strait from Asia and over the centuries moved from Alaska all the way to the southernmost tip of South America. (pp. 137, 139) The origins of the Native Americans are summarised as *crossed over from Asia*.

Polku 6

Native Americans are mentioned in passing in a text about Route 66: “The state of Oklahoma has been named after the words ‘okla’ (people) and ‘homa’ (red) of the Choctaw tribe that used to live in the area.” (p. 64) and in an image of a Cherokee woman doing beadwork on page 74. It does not give much of an image of the Native Americans. The image, perhaps, continues the trend of highlighting the customs of indigenous people, and I will include it in the summary as *traditional handicrafts*.

Summary

Table 46

Summary of Native Americans

Jäljillä	Luonnonkirja	Polku
Advanced Culture	Crossed over from Asia	Traditional Handicrafts
Mistreatment by Europeans	Growing in Numbers after Difficulties	
	Past Traditions	
	Used to Hunt Buffaloes	

4.2.46 Canada

The term ‘First Nations’ is used for the indigenous people of Canada (other than the Inuit, who are discussed separately), as it is the term commonly used in Canada today.

Jäljillä 6

Canada is told to be the biggest country in North America. Canada has a very wide boreal forest belt. (p. 47) The image based on this text can be briefly summarised into *forest*.

Luonnonkirja 6

About 80 000 Finns have moved to Canada. Their choice was likely affected by the nature that is similar to that of Finland. (p. 137) This little bit of information on Canada can be put into *nature similar to Finland* and *many Finnish immigrants*.

Polku 6

Natural resources, such as forests, oil, natural gas, and uranium, have enabled a high standard of living in Canada. Services are the most important source of livelihood, as in other Western industrialised countries. (p. 60) The key phrases here are *Western industrialised country*; *high standard of living*, and *natural resources*.

Inuit and First Nations people are the indigenous Canadians. Today, majority of the population is descendants of European, such as French and British, immigrants. The official language is English, and in the eastern parts of the country also French. Immigrants are still moving to Canada making it a multicultural country. (p. 60) The people of Canada are summarised as *Inuit, First Nations, and European immigrants*. Other keywords included in the summary are *multiculturalism* and *English and French (languages)*. Multiculturalism is included, as the term itself is brought up by the author(s).

Tourists come to Canada to see killer whales on the eastern coast of Canada, the Niagara Falls, and the Rocky Mountains (pp. 60, 61, 67). Tourist sights are referred to briefly, but on several occasions and therefore I have decided to include them here, simply as *tourist sights*.

There are a lot of forests in Canada. Canada's climate and vegetation is similar to Finland's, but the northern parts are non-arable tundra and glacier. (p. 60) Again, the Canadian nature is compared to that of Finland, although now also the differences are mentioned. I summarise this as *forests, tundra, and glacier*.

Summary

Table 47

Summary of Canada

Jäljillä	Luonnonkirja	Polku
Forest	Nature Similar to Finland Many Finnish Immigrants	Western Industrialised Country High Standard of Living Natural Resources Inuit, First Nations, & European Immigrants Multiculturalism English & French (Languages) Tourist Sights Forest, Tundra, & Glacier

4.2.47 Greenland

Luonnokirja 6

The world's second biggest glacier can be found in Greenland. Kalallit Nunaat, which means 'island of the people', is the Inuit word for Greenland. The name Greenland was given by its discoverer, the Viking Erik the Red, who wanted to entice his countrymen. The Inuit arrived to Greenland 5000 years ago. It is governed by Denmark. (p. 147)

This can be summarised into *glacier; discovered by Vikings; governed by Denmark*, and *Inuit*. I considered including the origin of the Inuit, but decided it does not significantly affect the image of the Inuit, which will be discussed in more detail in the following section.

Polku 6

The only information we get of Greenland is that it is *governed by Denmark* (p. 56).

Summary

Table 48

Summary of Greenland

Luonnonkirja	Polku
Glacier	Governed by Denmark
Discovered by Vikings	
Governed by Denmark	
Inuit	

4.2.48 Inuit

Luonnonkirja 6

Inuit are a native people of Greenland and North America. They live on the coast of the Arctic Ocean and are better adapted to the cold climate than any other group of people. Their traditional sources of livelihood include fishing, whaling, and sealing. Everything they need they have made from seal skin and bones, including kayaks. On hunting trips they have lived in igloos. They have many words signifying different kinds of snow (some examples are also included). They call themselves Inuit, but are also sometimes known as Eskimos, which is a Native American language word signifying those who eat raw meat. (pp. 146-147, 195, 196)

Relatively much information is given about the Inuit. The most important aspects of these are *adapted to the cold; fishing, whaling, and sealing, and igloos and kayaks.*

Polku 5

Inuit are the indigenous people of the Arctic regions of North America and have adapted to the cold conditions. Their traditional livelihoods include fishing, hunting and reindeer management. They are a part of the Eskimo peoples. (p. 119) I summarise this information into *adapted to the cold and fishing, hunting and reindeers.*

Summary

Table 49

Summary of Inuit

Luonnonkirja	Polku
Adapted to the Cold	Adapted to the Cold
Fishing, Whaling, & Sealing	Fishing, Hunting, & Reindeers
Igloos & Kayaks	

4.2.49 South America

Jäljillä 6

Majority of South America is rainforest around the Amazon River or mountains and the population is focused near the coast. (pp. 48, 66) The summary for the information presented here is *rainforest and mountains and population on the coast.*

After the exploratory expeditions South America was governed by the Spanish and Portuguese, whose culture can still be seen in all the

countries of the continent. The official language of many countries is Spanish and the main religion Catholicism. (p. 48) Here information on both the past and the present of the continent can be found. The keywords chosen for this part are *Spanish (language); Catholicism, and former Spanish and Portuguese colonies.*

The Inca are also mentioned and there is also an image of indigenous South Americans living in Bolivia in the Andes (p. 48). The indigenous people are not discussed in more detail, so the summary here will be simply *The Inca and indigenous people.*

South American culture is known around the world for its music, such as tango and salsa, and carnivals. (p. 48) This little bit of information about the local culture is summarised as *music and carnivals.*

Koulun biologia ja maantiö 6

There is very little information on South America in this book. What is discussed is the population being focussed in the highlands because of the “more pleasant and healthier” climate, as well as on the coast. The Andes and the Amazon River and rainforest are also mentioned. (p. 66) The keywords are *mountains and rainforest.*

Luonnonkirja 6

Several languages are spoken in South America, including Spanish, Portuguese, and French. This is due to Latin America having been colonised by the Spanish and Portuguese. (pp. 140, 142) The keywords and phrases are *Latin languages and colonised by Spanish and Portuguese.*

Sources of livelihood include farming and raising cattle (p. 143). Llamas are also mentioned as pack animals and a source for wool (p. 142). The keywords for the summary are *agriculture* and *llamas*.

As for nature, the Andes and pampas are mentioned when discussing the continent in general (pp. 142, 143). I will summarise this simply as *the Andes and pampas*.

Polku 6

Mostly Spanish and Portuguese are spoken in Latin America, hence the name (p. 59). Although this does not refer only to South America, I have decided to include it here. The summary is *Spanish and Portuguese (language)*.

It is told that there are mountains and rainforest in South America. Mountain sickness is also mentioned, but the locals are told to be used to the thin climate. (pp. 70, 71) The keywords are *mountains and rainforest*.

Summary

Table 50

Summary of South America

Jäljillä	KBM	Luonnonkirja	Polku
Spanish (language)	Mountains & Rainforest	Latin Languages	Spanish & Portuguese (Language) Mountains & Rainforest
Catholicism		Colonised by Spanish & Portuguese	
Former Spanish & Portuguese Colonies		Agriculture	
Rainforest & Mountains		Llamas	
Population on the Coast		The Andes & Pampas	
Music & Carnivals			
The Inca			

Bolivia – Indigenous People			
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4.2.50 Venezuela

Jäljillä 6

Venezuela is told to be one of the biggest oil producers in the world and an indigenous people called Pemon live there and go to village schools (p. 48).

The latter part is a photo caption. I will summarise this as *oil and indigenous people*. The summary is included in the table with South America.

Summary

Table 51

Summary Table of Venezuela

Jäljillä
Oil
Indigenous People

4.2.51 Peru

Polku 6

Peru is mentioned when discussing Machu Picchu, which is told to be a city of the ancient Incas in the mountains of Peru that was abandoned when the Spanish arrived. It is on the list of UNESCO's World Heritage sites and a popular destination and tourists. (p. 71) I considered including this information on the section on the Inca, but thought it more relevant to Peru. The keywords are simply *Machu Picchu*.

The other mention of Peru is in a photo caption of indigenous people weaving fabrics for skirts (p. 74). This will be summarised as *indigenous people*.

Summary

Table 52

Summary of Peru

Polku
Machu Picchu
Indigenous People

4.2.52 Chile

Jäljillä 6

Chile has a lot of mineral wealth and is one of the biggest copper producers in the world, which can be briefly summarised into *copper* (p. 48).

Luonnonkirja 6

Chile has various climate zones due to the length of the country. The majority of people live in the central parts of the country. Spanish settlers are also mentioned. (p. 143) This leads to the summary *Spanish settlers and varying climate*.

Polku 6

Chile is a long country located in the Andes. The natural conditions are harsh, and Atacama Desert, the driest place on earth, is in Chile. Further south the conditions are favourable for agriculture, though. (p. 70) I have summarised this as *the Andes and harsh conditions*.

Chile produces a quarter of the world's copper and is one of the most industrialised countries in the world (pp. 70, 75). The keywords that arise from this are *copper* and *industry*.

Summary

Table 53

Summary of Chile

Jäljillä	Luonnonkirja	Polku
Copper	Spanish Settlers Varying Climate	The Andes Harsh Conditions Copper Industry

4.2.53 Brazil

Jäljillä 6

The vast plains of Brazil brought up, as is the cattle herded there by gauchos. The Amazon is located mainly in Brazil and many unknown species still live in the rainforest. Brazil is also famous for its success in soccer which is told to be a part of Brazilian culture and is played almost everywhere in the country, which is emphasised by a photo of children playing soccer on the beach. (p. 48)

The summary for Argentina is *plains and gauchos*, and for Brazil the same plus *the Amazon and rainforest*, and *soccer*.

Luonnonkirja 6

Brazil was a colony of Portugal, which is why Portuguese is the official language of Brazil. (pp. 142, 143) Here the keywords are *former colony of Portugal* and *Portuguese (language)*.

Brazil is an agricultural country and a significant exporter of food products, a lot of which are also listed. The environmental effects of agriculture are also discussed: rainforests are burned for pasture and fields, increasing erosion and desertification. (p. 152-153) The summary I have decided on is *agriculture with environmental consequences*.

Other sources of livelihood mentioned include mineral resources and industry. It is also told, that electricity is mainly generated by hydropower. (p. 153) This is summarised as *mineral resources and industry* as well as *hydropower*.

Brazil is almost completely on the tropical climate zone, and the biggest rainforest in the world, Amazonia can be found there. Amazonia is told to be biologically very diverse and new species are discovered all the time. The Amazon River is an important route in the nearly impenetrable rainforest. (pp. 142, 152, 153) Here the keywords included in the summary are *diverse Amazonia*.

Brazilians are told to be a mix of European immigrants, African slaves, and the indigenous people that inhabited the area. Only few indigenous tribes remain in the jungle. The majority of Brazilians live in the big cities on the coast. (p. 142) I have summarised this information on Brazilians into *mix of Europeans, Africans, and indigenous people* and *few indigenous tribes*.

Other things mentioned include, for instance, the samba carnival in Rio de Janeiro and the dish feijoada, which is told to originate from African slaves. (p. 153) This is the second occasion where African slaves are mentioned, so I will include it in the summary as well. In my opinion, when considering the image of a people, the fact that they are descendants of slaves

can have an effect on the image, be it positive (e.g. survivors) or negative (e.g. considered somehow worth less). So the summaries are *samba*, and *former African slaves*.

Polku 6

Brazil is known for the Amazon Rainforest, the biggest rainforest in the world. Highlands are also mentioned. (p. 72) The keywords are *Amazon Rainforest and highlands*.

Brazil is said to be “the linguistic exception of Latin America”, as Portuguese is the official language. (p. 72) This is simply *Portuguese (language)*.

The sources of livelihood include raising cattle, mining, industry, and growing coffee (Brazil is told to be one of the biggest coffee producers in the world). (p. 72) I will summarise this into *cattle, mining, industry, and coffee*.

The world’s biggest slums, known as ‘favelas’, are told to be in Rio de Janeiro. There are also slums in Salvador. Although only slums in Brazil are mentioned, there is also general information about urbanisation in developing countries and slums. (p. 73) The brief summary for this is *slums*.

Other bits of information we get include the samba carnivals and soccer, as well as an indigenous people called Kamayura living there. (pp. 72, 74) These are summarised into *samba and soccer* and *indigenous people*.

Summary

Table 54

Summary of Brazil

Jäljillä	Luonnonkirja	Polku
Plains & Gauchos	Former Colony of Portugal	Portuguese (Language)
The Amazon & Rainforest	Portuguese (Language)	Amazon Rainforest & Highlands
Soccer	Agriculture with Environmental Consequences	Cattle, Mining, Industry, & Coffee
	Mineral Resources and Industry	Slums
	Hydropower	Samba and Soccer
	Diverse Amazonia	Indigenous People
	Mix of Europeans, Africans, & Indigenous People	
	Few Indigenous Tribes	
	Samba	
	Former African Slaves	

4.2.54 Argentina

Jäljillä 6

It is told that there are vast *plains and gauchos* in Argentina (p. 48).

Luonnonkirja 6

Gauchos are told to be South American, especially Argentinian, cowboys who use a 'boleadora' and are excellent riders. They are told to have hunted rheas. (pp. 143, 195) This brief information is summarised simply as *gauchos*.

Summary

Table 55

Summary of Argentina

Jäljillä	Luonnonkirja
Plains & Gauchos	Gauchos

4.2.55 Inca

In *Polku*, they are mentioned in the section about Peru. In *Luonnonkirja*, the idea seems to be they no longer exist, whereas in the other two books it is somewhat unclear, which is also why I have decided to include them here unlike the Aztec, for example.

Jäljillä 6

Inca are told to be the *most famous indigenous people of South America* (p. 48).

Luonnonkirja 6

The past and present of the Incas is discussed. It is said they had a great and advanced nation until the Spanish destroyed it looking for treasure. Their descendants are said to live on the shores of Lake Titicaca, and to wear woollen clothes because of the cold mountain climate. They are also said to have grown potatoes long before Europeans even knew about the potato. Machu Picchu is also mentioned, and there is an image of traditional reed boats on the Lake Titicaca. (pp. 142, 143, 196)

I have summarised the above information into *advanced nation destroyed by the Spanish; descendants on shores of Lake Titicaca; potatoes, and Machu Picchu*.

Summary

Table 56

Summary of the Inca

Jäljillä	Luonnonkirja	Polku
Most Famous Indigenous People of South America	Advanced Nation Destroyed by the Spanish Descendants on Shores of Lake Titicaca Potatoes Machu Picchu	Machu Picchu

5 DISCUSSION AND CONCLUSIONS

I set out to discover what is taught about the other in Finnish geography books for basic education. As discussed before, the topic is especially relevant in today's Finnish society as the number of asylum seekers has increased significantly bringing the topic of the other to the forefront of public discussion. Pre-existing stereotypes and prejudice might affect people's feelings and attitudes towards the newcomers (see for example Bennet, 1998; Barna, 1994, p. 181), and therefore it is important to know what is taught about the other.

The analysis discusses the topic of what is taught in detail, giving a more in-depth answer to the question. In this section, I will attempt to give a general overview of some themes and points of interests that arose during the analysis, thus answering my main research question and the subquestions.

General

As these school books have been made for children between the ages eleven and thirteen, the information is obviously simplified to an age-appropriate level, and therefore some detail may be lost. The structure of the books also affects the information given. For example, Luonnonkirja has a section titled “valtioliite” (“country appendix”), where each country gets a full spread. This obviously enables the author(s) to discuss countries in more detail than in books where the information is included in other sections. Many of the same things and topics are discussed in the books, but there are also significant differences.

Although this is not a comparative study, I feel it is important to bring up some differences between the books. Although it was not the focus of my study, it was impossible not to notice the differences between the different books in both terminology and what was included and excluded. It is clear, that children who have used different series of books have very different background information when moving on into secondary school, where they may not necessarily continue with the same series. This may be an advantage or disadvantage compared to other pupils who may come from different schools.

Africa, a Continent of Problems and Nature

Africa is one of the most widely discussed continents in the books: it is discussed in all the series and quite a lot of pages are generally dedicated to it. The image, however, often ends up being rather one-sided; that of a continent riddled with problems and covered in rainforest, savannah, and desert.

Africa's problems are discussed quite extensively (Table 2) and sometimes (most likely) unwillingly emphasised using the opportunity to explain phenomena and terminology such as 'developing country', 'famine', or 'poverty', thus drawing more attention to them and allotting more space to the topic. The causes for poverty in Africa are generally also discussed in much detail; often these include the influence of Europeans, which is in accordance with the "Europeans as bad guys" –thematic discussed below.

Development co-operation is also mentioned when discussing Kenya (Table 11) and Tanzania (Table 6), which implies that Africa or at least some African countries need help. This image is quite close to the pitying prejudice of the stereotype content model discussed in the theory section: the problems of Africans are not their own fault, and they need to be helped.

The other part of the image of Africa is nature. Although it is often mentioned that there are large cities in Africa (Table 2) and there are even some photos, the impression is rarely confirmed in the rest of the text. Africa seems to be mostly nature and some (primitive) farming. This, once again, is partially emphasised by the biology sections discussing rainforest or savannah, for instance. The life of an African living in a city in a country other than Egypt or South Africa remains almost a complete mystery.

By leaving out cities and city life, the author(s) further emphasise the image of Africa as a continent of nature with no cities. This in turn suggests a person coming from Africa is unfamiliar with modern technology and lifestyle, which could also lead to the idea of them needing help, and perhaps not being as capable to operate in the modern society (whether or not they need to be able to do so is altogether different question).

Indigenous Peoples

The indigenous people are often mentioned (e.g. Maori, Table 40; Dayak, Table 22), but not always discussed in more detail. Naturally, not everything can be covered equally in a primary school textbook, but in my opinion it is worth consideration what and how much you say about a people. If you have limited space, perhaps it is better to only mention a people by name, as is done in some cases (the aforementioned Maori, for instance), instead of just stating, for example, that the Australian Aborigines hunt with boomerangs and spears (Table 39). Sure, it is an interesting detail, but gives a very one-sided and simplified image.

The information given about indigenous people often focuses on their past and their traditions, which in my opinion leads to an image of a people living in the past or outside the modern society. In some cases it is mentioned, though, that at least some of them follow a modern lifestyle nowadays (Australian Aborigines, Table 39), and in others, that they have attempted to maintain their traditional way of life (also Australian Aborigines, Table 98), thus hinting that they do not follow the traditional way of life, but mostly it is left up to the reader to figure this out. As most of the information is on traditions, I would assume the reader would think they still live according to the traditions, whether it is true or not, and this in turn may lead to a similar image as with the Africans: a people not knowing how to live in the modern society. They appear to be a bit like a museum or a sight for tourists curious about the traditional way of life and exotic customs, only there for their strange and different customs.

Respecting nature is another aspect often mentioned of indigenous people (e.g. Australian Aborigines, Table 39), perhaps emphasising them living closer to nature than the average Finn, for instance. The persecution indigenous people have faced is discussed, more or less briefly, in relation to the Australian Aborigines, the Maori (Table 40), the Native Americans (Table 46), and the Inca (Table 56). This is in accordance with the trend of bringing up the wrong-doings of the Europeans, making the indigenous people seem like the offended side, and thus the one in the right. Underlying is also the assumption that they were weaker than the Europeans, who were able to conquer, enslave, or otherwise persecute them, probably making them low on the competence scale of the stereotype content model.

There is a difference on how the people are handled, though. Whereas, for example, the Australian Aborigines' traditions and customs are highlighted (Table 39), perhaps somewhat surprisingly, the indigenous peoples of the Americas are mostly mentioned in passing, with the exception of the Inuit, and often when discussing the past (e.g. Inca, Table 56; Native Americans, Table 46). This further supports the idea that mostly traditional aspects of the lives of indigenous peoples are discussed. Also, it gives the impression these people either no longer exist or have assimilated into the main population, whether this is true or not.

Victims of the Europeans?

History is naturally more the topic of history class, but some aspects of history are also discussed in these books. A common historical theme rising throughout the books and continents includes Europeans as the “bad guys”: conquering regions, enslaving and exploiting people, etc. This might be either

an attempt to humanise the other, or, for example, a part of the pitying stereotype of the stereotype content model. As my thesis focuses on the other, I will not discuss how this affects the image of the Europeans but how this affects the image of the aforementioned other.

With the Americas (Tables 41, 44 & 50), all that is mentioned of the history is mostly indigenous people and European conquerors/pioneers. The same goes with Australia (Table 38). In the case of Africa, which will be discussed in more detail below, many of their problems today are implied to be at least in part due to the Europeans exploiting the continent for centuries (Table 2).

On the other hand, the European effect on South Africa (Table 12) is discussed in all three books that mention the country. Only *Luonnonkirja* mentions apartheid, which I guess today is more the topic of history education anyhow. Whether there is a connection to be drawn between South Africa being the most “European” country of Africa and being the wealthiest and most developed country of the continent is left up to the reader. As apartheid was a consequence of Europeans settling the region, the Europeans could be seen as the “guilty party” here, too, although it is less explicit.

On the other hand, the wealth of South Africa also could be attributed to the Europeans, as could the success of Australia (Table 38) and New Zealand (Table 40), even though the Europeans have discriminated against the indigenous peoples of these regions, and even attempted to destroy the nature of New Zealand. This ambiguous attitude towards the European effect is the topic of another study, though.

The general idea seems to be that the rest of the world, especially Africa and indigenous peoples, are victims of the Europeans, thus again making placing them lower on the competence scale of the stereotype content model.

Asylum Seekers' Countries of Origin

This theme arose from the current situation, where some information about the background of the asylum seekers coming to Finland could be beneficial in improving understanding and acceptance.

As a vast majority of asylum seekers in 2015 came to Finland from Iraq (Finnish Immigration Service, 2016), it could be beneficial to know more about it, but the image of all the books discussing the country remains quite superficial (Table 34): oil is mentioned in all the books, and war and/or unrest are mentioned in two of them, as is Islam. The causes of unrest are not discussed, though, as seems to be the general trend when discussing conflict in these books.

Somalia (Table 13) is also discussed relatively little and only in one book, which is perhaps a little surprising considering the amount of Somalian refugees in Finland and them still being the third largest group of asylum seekers in Finland (Finnish Immigration Service, 2016). The country of origin of the second largest group, Afghanistan, is barely mentioned (Finnish Immigration Service, 2016).

This lack of information leaves the other as a rather unknown entity. These books have been written before the current wave of asylum seekers, and therefore there is hope that the next editions might be more informed on the topic. This would make the other less of a part of an unknown

of “them”, and perhaps more one of “us”. Pingel (2010, p. 62) writes that “education can lay the foundations for forming attitudes and opinions which are essential to policies that promote peace and mutual understanding”. Therefore, what is told in school about the other coming to Finland is extremely important, and at the moment there does not appear to be a lot of that essential information. What is unknown is scary and distant.

Discussing Character

Whereas some aspects of cultures are often brought up, generally the character of people is not discussed, with a few exceptions. The most prominent of these are Japan and, perhaps surprisingly, Australia.

Japanese culture is discussed in quite a lot of detail, and most books mention some of the visible aspects (Table 28), such as the tea ceremony, ikebana, manga, or sumo, for example, but some go even further. Appreciation of education and hard work is brought up in several occasions, but *Luonnonkirja* goes on to list several characteristics of Japanese culture: understanding beauty, respecting nature, discipline, and willingness to cooperate, as well as diligence, integrity, and politeness. It is not indicated whether these are positive or negative characteristics, but they are definitely the kind of generalisations of which Lehtonen (pp. 63, 64) speaks, that lead to ignoring individual differences and expecting everyone to act the same. *Pisara* also mentions punctuality.

A general consensus seems to be that the Japanese are educated and hard-working. In the stereotype content model, this would seem to make them definitely competent. Based on their studies, Fiske et al. (2002) have found Asian low in warmth, thus placing them in the category of envious

stereotypes, but at least in *Luonnonkirja*'s "willingness to cooperate" (p. 157) seems to be a warm characteristic. This leads to the question, whether (a) Finns hold a different image of the Japanese than the Americans the studies were conducted on; (b) whether this is only the personal opinion of the author(s); (c) whether Asians viewed as low in warmth despite their willingness to cooperate, or (d) are Japanese different to other Asians? This, however, is the topic of another study.

Australians (Table 39), on the other hand, are definitely warm in both *Luonnonkirja* and *Polku* where they are discussed: they are described as friendly and relaxed. As they are also told to be a successful industrial nation, they would seem to be the object of pride and or/admiration in the stereotype content model (both warm and competent).

Even though in these two instances where character is discussed in more detail (there are also passing mentions in the case of the Masai, Table 7, for instance) the image seems to be rather positive, it is still stereotypical, as it is told to describe a whole people. Not every Australian will be friendly, or every Japanese willing to cooperate.

Conclusions

Generally, there are not many direct and blatant stereotypes in the books analysed, but the lack of information or emphasis on certain aspects may certainly lead to stereotypes, if not prejudice. Also, some of the information might lead to subtle stereotypes instead of blatant ones.

I hope that my thesis brings forth the fact, that teachers should pay attention to what the books say, highlight, and exclude, and discuss these topics in their classrooms. Many of these issues can be avoided if discussing

the topic in class, but as this study only focuses on the textbooks (even ignoring the teacher's manuals which might have suggestions for further discussions), this is the only data I will base my discussion on.

As Lehtonen (2005, pp. 63-64) states, stereotypes we are not aware of may affect our decision-making on a subconscious level, and therefore bringing these stereotypes to our awareness may even help avoid prejudice.

6 IMPLICATIONS FOR FURTHER RESEARCH

This study focussed only on the image given of the other in Finnish language geography materials for grades five and six. Further studies could research the image of the other in other subjects, such as history, religion and foreign languages, or material used in other grades.

Also, not all ethnic groups were included in this study; the image of, for example, Europeans in geography education could be researched. In the books analysed here, Europeans were often mentioned as the "bad guys" who destroyed the environment, prevented countries from developing, discriminated against the aboriginal people, etc. it would be interesting to find out more about, for example, this image: Europeans in the context of other continents.

Material in other languages than Finnish was not included in this study; it would be interesting to compare, for example, Finnish and Swedish language textbooks. Special education material was also left out of this study.

Because teachers also greatly affect the learning of children, it would be beneficial to conduct a study on the same topic with the teacher's effect taken into account. Teacher's manuals would also give some more insight to what is actually taught in schools.

This study also ignored the online material which is available for most books today. A study about the online material might also want to see how much these materials are actually used and by whom. The effect of exercise book on the image of the textbooks is another possible topic of study.

As this study is made from the intercultural communication point of view, some topics more related to education may be left out.

I hope that my thesis may bring possible problems to attention and enable some action to be taken, if necessary.

It could also be interesting comparing the image of the textbooks analysed here to that of, for example, tourist brochures, or by asking locals if they recognise themselves or their country from this image.

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APPENDIX 1

	Pisara	Polku	Koulun biologia ja maantie to	Jäljillä	Luonno nkirja
General					
Geography					
Climate					
Economy & Industry					
People/population					
Food					
History					
Animals¹					
Lifestyle					
Politics					
Living conditions					
Education					
Environment/Nature					
Culture & Religion					
Values					
Tourism					
Family					
Customs					
Languages					
Minorities					
Countries mentioned					
Excluded (?)					
Other					
Assignments/Exercises					

¹ In reference to humans