

FACES®

TOP OF THE WORLD, MA! — NEPAL

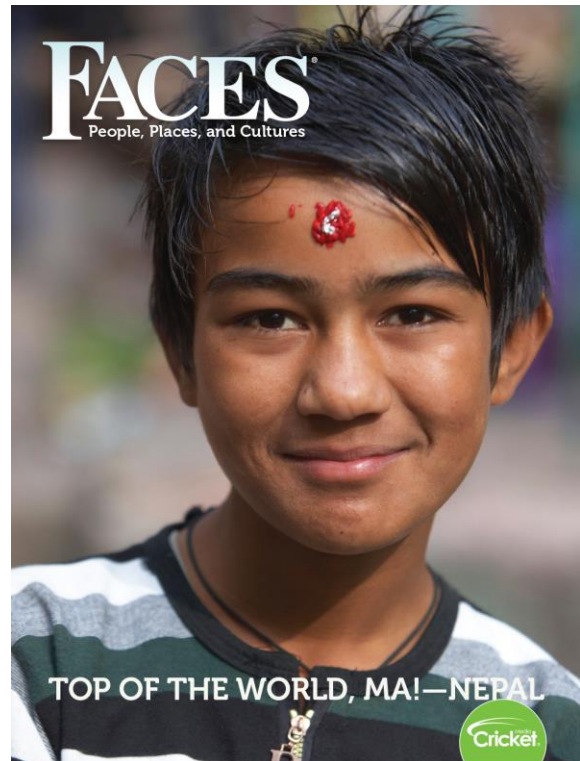
Dive into the history, geography, and culture of Nepal to learn what makes this small, mountainous country unique and why it is a challenging place to live.

CONVERSATION QUESTION

What environmental and cultural characteristics make Nepal unique?

TEACHING OBJECTIVES

- Students will learn about Nepal's history, geography, and culture.
- Students will describe how environmental and cultural characteristics influence population distribution.
- Students will describe how the cultural characteristics of places are connected to human identities.
- Students will evaluate the influences of human-induced environmental change on patterns of cooperation.
- Students will use details from a text to write a short story.
- Students will create a brochure.
- Students will draw a diagram.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **Welcome to Nepal**
Expository Nonfiction, ~950L
- **Lumbini: Birthplace of the Buddha**
Expository Nonfiction, ~850L
- **Historic Nepal: The Future of Energy?**
Expository Nonfiction, ~1350L

Welcome to Nepal

pp. 8–9, Expository Nonfiction

Explore how the rugged landscape of Nepal has shaped its development, helping to protect it from outsiders but also limiting opportunities for those who live within its borders.



RESOURCES

- Population Distribution

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about Nepal's history, geography, and culture.
- Students will describe how environmental and cultural characteristics influence population distribution.
- Students will use details from a text to write a short story.

KEY VOCABULARY

- **development (p. 8)** the process of modernization and economic growth that nations go through
- **colonization (p. 9)** the process of settling among and establishing control over the population in an area
- **import (p. 9)** to bring goods into a country from abroad for sale

ENGAGE

Conversation Question: What environmental and cultural characteristics make Nepal unique?

Explain that mountain ranges and other geographical features (e.g., rivers, etc.) can act as barriers, limiting movement from one place to another. Explain that most of Nepal is dominated by a large mountain range. Have students hypothesize the effects of these mountains on people who live in Nepal.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read the story.

- The ____ of Nepal is made more difficult because of large mountains that isolate it from other countries.
- The mountains of Nepal helped prevent ____ by Europeans, but the rocky soil forces its citizens to ____ most of the products they need to live.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. In what way have the Himalayas contributed positively to Nepal's development?
2. In what way have the Himalayas contributed negatively to Nepal's development?
3. What other environmental characteristics make everyday life in Nepal challenging?

SKILL FOCUS: Describe Characteristics

INSTRUCT: Distribute the *Population Distribution* organizer to students. Explain that Nepal has both environmental, or physical, characteristics and cultural characteristics, which include religious practices, language, land use, and belief systems. Explain that both types of characteristics influence the distribution of where people live in an area.

ASSESS: Have students record details of how environmental and cultural characteristics of Nepal may have influenced where people live there. Remind students they may have to make some inferences based on information in the article in order to complete this activity.

EXTEND

English Language Arts Tell students to conduct research using print and digital sources to identify one way—outside of farming—Nepalese people earn a living. Then have them write a one-page short story about an individual who makes his or her living in this way. Encourage students to be creative and use dialogue and description in their stories.

Population Distribution

Name _____

Classify Events

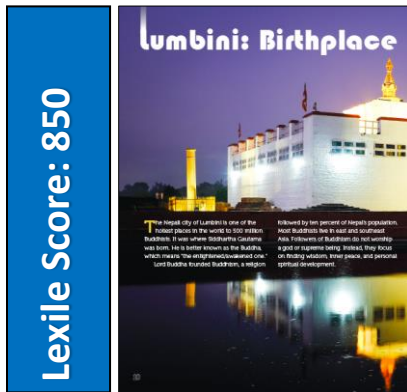
Identify whether the characteristics of Nepal listed in the first column are environmental or cultural. Then describe how each characteristic of Nepal may have influenced where people live there. Note: You may need to make inferences based on details in the text.

Characteristics of Nepal	Is the characteristic <i>environmental</i> or <i>cultural</i> ?	How does the characteristic affect where people choose to live in Nepal?
tall mountains surrounded by foothills and deep valleys		
practice of farming		
slow educational progress; most Nepalese are unable to read and write		

Lumbini: Birthplace of the Buddha

pp. 10–13, Expository Nonfiction

Explore the birthplace of the founder of Buddhism, one of the world's largest religions.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about Nepal's history, geography, and culture.
- Students will explain how the cultural characteristics of places are connected to human identities.
- Students will create a brochure.

KEY VOCABULARY

- **pilgrimage** (p. 11) a journey to a sacred or holy place
- **monasteries** (p. 12) buildings where the members of a religious community live and practice their religion together
- **enlightened** (p. 12) the state of having a high level of intellectual and spiritual awareness

ENGAGE

Conversation Question: What environmental and cultural characteristics make Nepal unique?

Ask students to identify the world's major religions. If Buddhism is mentioned, ask students to share what they know about it. If it isn't mentioned, discuss why a religion that doesn't worship a god but instead asks people to find wisdom and peace is a widespread religion.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then ask students to use the vocabulary words to make predictions about the topic of the text. If necessary, help students guess the topic by revealing the title of the article. Then remind students to look for the vocabulary words as they read the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. What evidence is there that Lumbini was the birthplace of the Buddha?
2. Why might Lumbini have become less popular among Buddhists by the 7th century A.D.?
3. Why has Lumbini become an important place for Buddhists to visit in the modern era?

SKILL FOCUS: Analyze Place

INSTRUCT: Explain to students that cultural characteristics such as architecture, celebrations, and belief systems influence how people live their daily lives. Continue by explaining that as a result, people develop specific identities, or ways of perceiving themselves.

ASSESS: Have students reread the article to identify the cultural characteristics associated with Buddhism in Lumbini, Nepal. Next, have students summarize how the combination of these cultural characteristics affects the identities of people living there. Note: Students may have to make some inferences. For example, some people may see themselves as caretakers of some of Buddhism's important temples and palaces.

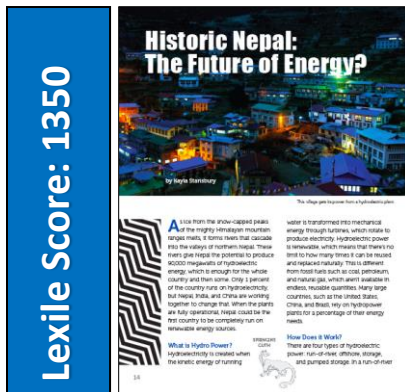
EXTEND

Social Studies Have students use print and digital sources to research the life of the Buddha and how he came to establish Buddhism in India later in his life. Then have them work in pairs to create a travel brochure to interest people in visiting important Buddhist sites in south and southeast Asia. Tell students to use facts, description, and visuals in their brochures.

Historic Nepal: The Future of Energy

pp. 14–17, Expository Nonfiction

Learn how the unique geography of Nepal has positioned it to become the world's only country that runs entirely on renewable sources of energy.



ENGAGE

Conversation Question: What environmental and cultural characteristics make Nepal unique?

Ask students to explain the difference between renewable and nonrenewable sources of energy. Guide them to understand that people use different types of resources (e.g., water, oil, etc.) to produce energy, and that some are easily replaced by natural processes while others aren't replaced or take a very long time to be replaced by natural processes.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then have students work in small groups to write a single sentence that uses all three vocabulary words correctly. Invite students to share their sentences. Then remind them to look for these words as they read the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. How does Nepal's geography help provide it with abundant sources of water?
2. What challenges does Nepal face in building a hydroelectric power system throughout the country?
3. How has Nepal's ability to meet its energy needs benefited from cooperation with other countries?

CONCEPT FOCUS: Evaluate Influence

INSTRUCT: Inform students that humans sometimes create environmental changes by using technologies that have positive effects on people. Also explain that countries sometimes partner to create new technologies or install existing ones because they can be too expensive for just one country to afford on its own.

ASSESS: Have students work in pairs to reread the article and identify the countries that have partnered with Nepal to build hydroelectric plants. Then ask students to identify the number of plants that will be built, the time frame for building them, and the outcome that all countries expect. Finally, have pairs discuss the benefits and potential drawbacks of Nepal's partnerships with other countries.

EXTEND

Social Studies Remind students that the article discusses hydroelectric plants and a plan to build them all across Nepal. Have students underline details in the article relating to the hydroelectric systems in Nepal known as run-of-river and storage. Then have students draw a diagram to show what a hydroelectric plant in Nepal that uses one of these systems might look like. Tell them to label their diagrams.

OBJECTIVES

- Students will read and analyze a nonfiction article.
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KEY VOCABULARY

- **hydroelectricity (p. 14)** the conversion of energy from flowing water into electricity
- **renewable energy (p. 14)** energy from a source that is not depleted when used, such as solar or wind energy
- **fossil fuels (p. 14)** natural fuels, such as coal or gas, formed in the geological past from remains of living organisms