



Michigan State University
Fulbright-Hays Group Study Abroad 2009:
Nepal in the Contemporary World



Lesson Plan
from

Nathan Cholger
Hughes Elementary School

Title: **Regions**

Subject Areas: **Geography**

Grade Levels: **Fifth**

Length of Lesson: 4-5 class periods (4-5) one hour days

Summary/Overview: As a way of highlighting how geographical regions will affect the culture of a country students will be researching the cultural regions of Nepal. Through the study of the three main geographic regions students will find the similarities and the differences of the people in those areas in regard to food production and consumption, Jobs and housing. This can be done as an introduction to regions or as an extension to a fifth grade lesson about the 13 colonies and the three colonial regions. (I have built it as an introduction to the idea of regions.)

Primary Objectives: SWBAT (Students will be able to...)

- show similarities and differences between peoples of the three main regions of Nepal
- identify how the geography of a place will change how humans interact with that place

Required Resources/Materials:

- Student lined notebook for journaling
- <http://countrystudies.us/nepal/21.htm>
- <http://countrystudies.us/nepal/30.htm>
- <http://countrystudies.us/nepal/41.htm>
- <http://countrystudies.us/nepal/36.htm>
- Scanned pages from EKTA School Atlas

Procedure:

Anticipatory Set

Using a pair of binoculars or a telescope as a prop ask the students what they these items are used for. (We are trying to initiate the concept that these allow us to get a closer look at something) Say: We are now going to take what we learned about the country

of Nepal to identify different characteristics that areas of the country all share and how these characteristics affect how people live.

Ask: What do the Southwestern United States, the Great Plains, a rain forest, and Australia all have in common? Explain that these areas are all regions. Tell students that they will be learning about regions—areas defined by certain unifying characteristics.

Opening the Lesson

Have students (individually or in small groups) identify regions within the classroom, the school, the playground or the community. Ask them to define the boundaries of those regions as specifically as possible. Ask them to give the characteristics of that place that define it as the specific regions. Answers will vary but may include that the reading corner, the chalkboard, and the teacher's desk are all regions of the classroom. That the library, office or gymnasium are all regions of the school and that the downtown, suburbs, or marina area are all regions of a community. Ask students to list several examples of regions. Make sure they understand regions by sharing the following examples:

- * Examples of physical regions include physical areas, such as mountains; and specific physical areas, such as the Appalachian Mountains.
- * Examples of global regions include areas with similar soil types, religions, climates, and languages.
- * Examples of local regions include school districts, commercial areas/residential areas, and zip codes.

Ask Students

- *How would you know you had left one region and entered another?
- *What characteristics make one region different from another?
- *How do you determine the boundaries of a region?

Now give the students the Graphic Organizer: **RESEARCHING REGIONS**. Using scanned maps, and proven internet sites have the students fill in the information. You can either assign all the students the same region or break the students into the three distinct geographic/cultural regions. (If researching three different regions you have the choice of letting the students of the same cultural region work together.)

When the groups have finished have the groups share their findings by cultural region keeping track on the overhead or chalkboard the information as it pertains to the region. Highlight differences and similarities among the regions.

Concluding the Lesson

Summarize by pointing out that based on where the region was how people lived was affected. Highlight the idea that **WHERE** WE LIVE AFFECTS **HOW** WE LIVE!

Give students an opportunity to refine their definition of regions, reiterating that regions are areas defined by certain unifying characteristics.

Extending the Lesson

Have students write a short paragraph in their journal using the information from the regions chart and answer this question. How is life for the people in _____region affected by that region? How is OUR lives affected by where WE live?

Have students create Venn diagrams showing similarities of the colonial regions of the thirteen original colonies and the regions of Nepal

Have students create compare and contrast paragraphs between one colonial region and one region of Nepal

Create an advertisement or commercial about settling in one specific Nepalese region

Assessments:

RESEARCHING A REGION GRAPHIC ORGANIZER
SOCIAL STUDIES LEARNING JOURNAL
TEACHER OBSERVATION

Michigan Content Expectations Met:

- **Standard II.1 Diversity of People, Places, and Cultures**
- **Standard II.2 Human/Environment Interaction**
- **Standard II.4 Regions, Patterns, and Processes**

Bibliography Unique to this lesson: