

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



Lesson Plan

from

Janet Comella Jansen

Ann Arbor Christian School

Title: What is Nepal like?

Subject Areas: Social Studies (Eastern Hemisphere Studies)

Grade Levels: Grade 6 or 7

Length of Lesson:

Day 1—Read the essay

Day 2—Read the trivia questions/assign game/research

Day 3 and 4—Finish trivia cards and create games

Day 5 (and beyond)- Play games in class.

Summary/Overview:

Dear Teacher,

In the summer of 2009, I participated in Michigan State University's Fulbright-Hays Group Project Abroad in Nepal. For one month, I visited the congested capital city Kathmandu, the trekking destination city of Pokhara, and Hamsapur, a small remote village in the hills.

Travelling with me were fourteen other Michigan educators from different grade levels and certifications from across the state. Our responsibilities included attending daily seminars focusing on different aspects of Nepal's history, its present day, and its future. We also spent time visiting historical and cultural sites to enrich our experience, but more importantly we stayed with Nepali families and worked in Nepali schools. Every aspect of the trip gave the Fulbright teachers an in-depth, hands-on, one-on-one experience with what it's like to live in a developing world. We shared in the successes of Nepal, but we also felt the growing pains as it struggles to overcome circumstances. Our responsibility back in Michigan now has us writing curriculum that all teachers can use to educate their students about Nepal.

Nepal is one of many developing countries on our planet. Its struggle to develop into a society that can provide its people with a stable government and access to quality jobs, education, and health care is changing daily. Understanding these struggles is critical to support Nepal's development.

Nestled between two major countries, India and China, it's easy to disregard the small country of Nepal. Its struggle to overcome obstacles is sometimes overlooked when compared to the African continent or other conflict-ridden nations, but what Nepal offers students and educators is a chance to look at issues of development on a small scale. Nepal has a colorful past, an interesting culture, a good plan for today, and a bright future.

This lesson is written to provide a brief overview of what Nepal is like and some of the issues it faces as a developing country. To review concepts from the essay, I've created trivia questions derived from the reading to informally assess their understanding of the topics discussed. The second part of the lesson has students independently researching topics about Nepal. With their research, students will write their own trivia questions and create a game board.

Please forgive any grammar errors you may encounter in my essay. Even with rigorous revising and editing, I am sure to miss something. Please feel free to edit as necessary.

If you have any questions regarding this lesson, my trip or want information for becoming a Fulbright-Hays teacher, please do not hesitate to contact me. janetjansen@yahoo.com

Primary Objectives:

Recall Nepali language

Identify positive and negative aspects of Nepal's development

Discuss role and history of government

Describe major landforms and the impacts they have on Nepal

Recall Nepali language

Explain concepts of livelihood and industry

Analyze caste and ethnic issues in Nepal

Investigate major elements of Nepal

Share information with peers

required Resources/Materials:

Atlases, classroom map, and/or world globe

Class copy of "What is Nepal Like?" essay

Copies of trivia questions cut up to distribute to students (every student gets 1-3 questions depending on class size and time allotments)

If not through your school's library, non-fiction trade books about Nepal are readily available through the public library systems. The following books might be useful to you in your classroom during the research phase. Warn the students about copyright dates. The older the copyright date, the less reliable the information might be (especially as it relates to Nepal's government).

Bhattarai, Krishna P. Modern World Nations: Nepal. Chelsea House Publishers, New York, NY. (2008). ISBN: 978-0-7910-9672-7

Burbank, John. Cultures of the World: Nepal. Marshall Cavendish, Tarrytown, NY. (2002). ISBN:0-7614-1476-2

Carpenter, Ann. My World, My View. ASHA Publications, Emberton, UK. (2007). ISBN: 99946-2-433-4

Heinriches, Ann. Enchantment of the World: Nepal. Children's Press, New York, NY. (1996). ISBN: 0-516-02642-9

Moran, Kelly. Nepal: The Mountain Kingdom. Passport Books, Chicago, IL. (1996). ISBN: 0-8442-9984-7

Roberts-Davis, Tanya. We Need to Go to School: Voices of the Rugmark Children. Groundwood Book, Toronto, ON. (2001). ISBN: 0-88899-425-7

Shrestha, Nandra R. Nepal and Bangladesh: A Global Studies Handbook. ABC-CLIO, inc., Santa Barbara CA, (2002). ISBN: 1-57607-285-1

Zuchora-Walske, Christine. Nepal in Pictures. Lerner Publishing, Minneapolis MN, (2009). ISBN: 978-0-8225-8578-7

Juvenile fiction:

Stewart, Jennifer J. Close Encounter of a Third-World Kind. Holiday House, New York, NY. (2004). ISBN: 0-8234-1850-2 (The author gives an accurate picture of everyday life (lots of topics covered: health care, religion, gender inequality, clothing, food, geography, etc.)

Procedure:

Introduction: Survey students: what do they know about Nepal? Give them prompts if necessary: what continent? Land boundaries?

Have them find Nepal in an atlas, classroom map, or world globe.

Ask them about possible land features and aspects of culture

Can they make any predictions based on comparisons to other countries they've previously studied?

Ask them what it would be like to visit or how they might find out more about Nepal.

Pre-Reading: look at non-fiction text features and let students make predictions about what they might learn from the article.

Read: *What is Nepal Like?*

Ask clarifying questions as you go along. You may refer to the trivia questions used in the game to guide discussion.

Post-reading:

1. Pass out trivia questions to students.
2. Have a volunteer read the first question.
3. Call on students who raise their hand to answer questions (students can refer back to their essay to find the answer).
4. The first person to answer correctly gets to read their question.
5. Continue process until all the questions are done.

Independent work/Homework:

In groups of two or three, students will create a game board based on their research of Nepal.

Each student in the group has to research three different topics and create three questions for each topic he or she researches. A research fact sheet is provided.

The easiest board games have the questions written write on the space (but an answer sheet will need to be provided), or the group can create different categories like you might find in Monopoly (e.g., Chance and Community Chest).

Assessments:

Informal assessment: Trivia questions in post-reading

Formal assessment: Research and Trivia Question Handout

Participation during research and game board stages

Michigan Content Expectations Met:

G2 (places and regions).1 Physical Characteristics of Place

7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.

G2 (places and regions).2 Human Characteristics of Place

Describe the human characteristics of places.

- 7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 7 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).
- 7 – G2.2.3 Analyze how culture and experience influence people’s perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).

G5 (Environment and Society).1 Humans and the Environment

Describe how human actions modify the environment.

- 7 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).
- 7 – G5.1.2 Describe how variations in technology affect human modifications of the landscape (e.g., clearing of agricultural land in Southeast Asia, fish factories in North Atlantic and Western Pacific Ocean, and damming rivers to meet needs for electricity).

C1 (purposes of government).1 Nature of Civic Life, Politics, and Government

Describe civic life, politics and government and explain their relationships.

- Political scientists analyze why people engage in the political process; the role citizens play in civic life; the concepts of power, authority, sovereignty, and legitimacy; and competing arguments about the purpose and necessity of government.
- 7 – C1.1.1 Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.

Bibliography Unique to this lesson:

Heinrichs, Ann. Enchantment of the World: Nepal. Children’s Press, New York, NY. (1996). ISBN: 0-516-02642-9

Zuchora-Walske, Christine. Nepal in Pictures. Lerner Publishing, Minneapolis MN, (2009). ISBN: 978-0-8225-8578-7



Namaste,

That is a traditional Nepali greeting meaning “the divine in me greets the divine in you”.

My Name is Janet Jansen, and I’m a middle school teacher at Ann Arbor Christian School. In the summer of 2009, I received a Fulbright-Hays scholarship to live in Nepal for one month. Nepal is a small Asian country about the size of Arkansas.

Time Line of Contemporary Nepal

1950s	Nepal's First constitution is written
1980	Infighting weakens the monarchy and the political parties. A compromise of Constitutional Monarchy is created
1990	Unstable governance of Nepal allows Communism to gain popularity
1996	Nepali Civil War begins between the Maoists and the Government
2006	A United Nations peace agreement ends the war and creates an interim constitution and a new government
2007	Parliament decides to abolish the Monarchy of Nepal.
2008	Maoist leader, Prachanda is elected Prime Minister.
2009	Prachanda resigns, and Madhav Kumar Nepal is elected
2010	The new Nepali Constitution will be adopted

For one month, I, along with fourteen other Michigan school teachers from Michigan, experienced the land, culture, and people of this landlocked, but multi-rivered, mountain-rimmed country. There are many resources that can inform you about Nepal, but I want to take the opportunity to share a small portion of my experience with you.

Nepal is a small Asian country about the size of Arkansas. It has approximately 30 million people living there, and it has three distinct geographic regions. The terai or plains run east to west along the southern border. The hill region lies in the center of Nepal, and the northern Nepali border has the Himalayas or mountainous region. Except for a brief visit by airplane to Mount Everest in the northeast, we stayed in the Hill region.

Our first stop was the capital city, Kathmandu. Three million people call the Kathmandu valley home. Many people own motorcycles and scooters. You'll also find lots of small cars, many of them taxis, but it seems like a vast majority of the people get around by foot, bicycle, or a bike propelled rickshaw. Because of the location in a valley, all the cars, the rapid population growth, and some of the industries like brick making, pollution is a big problem in the city. It is not uncommon to see people, young and old, wearing masks to protect them from the exhaust fumes, strong smells, and dust of the busy city life.

When in I was in Kathmandu, I attended daily seminars to learn more about Nepal. It was just like school back in the states! I was the student, and we had teachers, mostly college professors, come and share the many different aspects of Nepal. The medieval history of Nepal, when kingdoms were set on the high hills surrounding the valley, was the first thing we learned. Many architectural artifacts from that time period are still standing. These palaces, castles, and temples are major tourist attractions, and we spent several days exploring the different UNESCO World Heritage cultural sites.

And then we learned about the Contemporary, or Modern, Nepal. For the last two hundred years, Nepal had been a monarchy which means a king or queen ruled the government. But from 1950 to 1990, Nepal struggled to incorporate a stable government that had a monarchy and a constitution that protected the people's voice and vote. Many political parties worked toward a temporary government that protected

basic human rights and established a constitutional monarchy electing a Prime Minister to be the country's decision maker while still allowing the king to be the country's chief representative. These decisions were still not enough to bring stable governance to Nepal, and eventually some Nepalese grew frustrated at the lack of progress. In 1996, a political party called the Communist Party of Nepal (Maoists) started a ten-year civil war called the People's War. Sadly, over 14,000 people were killed and two million displaced (people leaving their villages or fleeing to India) in the conflict. Support for the Monarchy during this time dwindled, and the political parties and the Maoists were limiting the king's ruling power while the conflict continued.

When the war ended in 2006 through a peace treaty, the people in parliament decided they had to abolish the monarchy in order for Nepal to develop into a strong Federal Democratic Republic. In 2007, many people were saddened to end the tradition of Monarchy, but still there were others who were hopeful in establishing a democratic system where there could be freedom of speech, election, and political parties and laws written that could minimize social division and maximize commonality of the Nepali citizens. Currently, there is a president acting as a head of state (advising and guiding the government about the needs of the people) and a chief of state, the Prime Minister who is responsible for executive decisions of the country. Currently, the president of Nepal is Dr. Ram Baran Yadav, and the prime minister of Nepal is Madhav Kumar Nepal. Yes! The prime minister's last name is Nepal!

In 2010, Nepal will be introducing its new constitution defining the laws and principles of the people. When I was in Nepal, we met a parliament member whose job was to oversee the writing the constitution. Various areas of the constitution include fundamental rights, fiscal management, governance, and national protection.

In another seminar, I learned about the changes being made in agriculture. Farming is the main industry in Nepal. Rice is a major crop, and it is eaten at almost every meal. Like the U.S., corn is plentiful, too. If you happen to like tea, then Nepal's the place for you. Nepal's tea is so good; it's said that the queen of England drinks it every day. Currently many farmers work just to keep daily food on their families' tables, but the Nepalese are also experimenting with new crops like coffee, kiwi fruit, asparagus, and different varieties of corn and rice. They are mastering terraced farming and increasing the yield of the quantity *and* quality of produce. One goal for this developing county is to help farmers not only to provide food for their families, but also to make their lives a little easier and to earn more income. Nepali organizations specializing in farming are researching progressive agricultural techniques that include land use, soil and water management, income generating crops and horticulture, and renewable energy.

Speaking of energy, Nepal's four major rivers, Kosi, Ghandaki, Karnali and Seti provide 80 % of Nepal's electricity through hydroelectric dams. These powerful rivers are fed by the snowcapped Himalaya Mountains in the northern region of Nepal. It is hoped, that as Nepal develops into an industrialized country, they will be able to provide

hydropower to India and China. But right now, the citizens of Nepal sometimes have brown outs where the electricity is out from two to twelve hours a day.

We left Kathmandu and drove 120 miles to the beautiful city of Pokhara. Can you guess how long it took? Imagine the drive from Grand Rapids to Jackson, or Ann Arbor to Mt. Pleasant, or Detroit to Saginaw. It's about the same distance. What should have taken us about two hours took us seven! Why do you think it took so much longer? If you guessed treacherous mountain switch backs, two-laned roads with lots of traffic, and speed limits never exceeding 50 mph then you were correct. It is also important to mention that during the monsoon season (June through August), it's common for landslides and flooded roads to impede travel. At one point during our stay in Pokhara, we spent the weekend at a remote village up in the high hills. The monsoon rains came, and the road flooded. Because our bus couldn't drive on the roads, we had to walk five miles down the hill where the bus waited for us in safety.



The Nepali Rupee is the national currency. The colorful denominations of 1000,500, 100, 50, 20 and 5 rupee came in different sizes: the larger the denomination, the larger the size of the bill. To help me understand the money when I was buying something I would think “long and white is 1000, short and pink is 5, standard and green is 100”, and so on. Depending on the exchange rate which changes daily based on the bank, there are roughly 70 rupees in an American dollar. That means if I bought a something for 140 rupees, it was \$2 in American currency.

Poverty: *being deprived of basic human needs including food, safe drinking water, sanitation, health care, adequate shelter, education, and access to information, political process, or other issues that impact everyday life.*

Nepal is a poor country compared to others in this world. It is reported that 40% of the population lives in poverty, and that the average Nepali earns only \$500 a year. I know middle schoolers who make more than that with their paper routes! While I was in Nepal, sometimes the cost of an item was really surprising. For instance, a liter of bottled water in the US costs \$1.50, but in Nepal it was 20 rupees or about 26 cents. I washed most of my clothes by hand, but one time, I had six items expressed washed at the laundry. In the U.S., it would cost about \$4 per piece or \$24 total. In Nepal, it was only \$3 for everything, but even at this cheap price, getting laundry done by a professional would be considered an extreme luxury to most Nepali people.

While in Pokhara, I stayed with a host family. It was one of my favorite parts of the trip. Much of their day was like ours, but their food was very different from what I eat at home back in Michigan. Our morning started around 6:00 a.m. with sweetened black tea with milk (*chyia*, pronounced chee-a). You might have a light snack around 7:00 a.m., but the main breakfast which included hard boiled eggs, a flat bread (*roti*), curried vegetables, lentils (*dahl*) and rice (*bhat*) happened at 9:00 a.m. right before everyone left for work and school. At 1:00 p.m. everyone stops for a mid-afternoon meal called *kaja* (pronounced kahzah) or *tiffin* (a Indian-British word) meaning snack. Here you'd have more *chyia*, *dal bhat* or a yummy treat of crushed rice and yogurt. When you returned home from work or school in the afternoon, you might have another light snack of fruit or *mo mo* (a meat stuffed dumpling served with a delicious spicy sauce). The main meal time was around 8:30 p.m. Here you'd have *dal bhat*, curried



Food served on a stainless steel plate is common. Starting at the top left and working clockwise: tomato chutney, curried cauliflower, zucchini, pickles, and rice. In the small cups top left, lentils, and bottom right meat.

www.viewnepal.com/tr/dasain/img_2733.jpg

vegetables, yogurt, chutney, pickled mango or radish, and meat (goat or chicken).

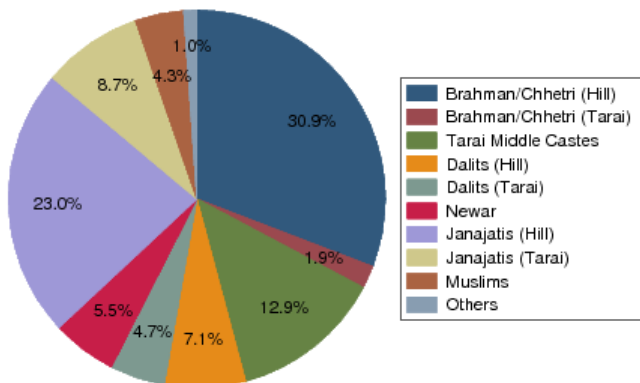
Ethnic Group:

a group of people who identify themselves by their common heritage, language, traditions, religions, and geographic location.

Using spices like cumin, turmeric, curry and chilies, the food in Nepal was full of flavor and variety.

I was amazed to learn that there were over sixty different ethnic groups in Nepal. For thousands of years, various people groups have migrated into and out of Nepal. Some groups like Newar are indigenous (original people) and have lived in the Kathmandu region for many centuries, and some ethnic groups have arrived more recently like the Tibetans

who were forced leave when China forced its control of Tibet in 1959. Most ethnic groups have settled in specific geographic regions and have their own language, culture and traditions. Walking along the streets in Kathmandu and Pokhara, I was starting to learn the different ethnic groups by observing the way people dress and their facial features.



Along with ethnic groups, Nepalese sometimes use the Hindu Caste System to categorize people. There are over thirty different categories, but the main categories are the priests (*Brahmins*), rulers (*Chhetris*), merchants (*Vaiysa*) and, Laborers (*Sudra*). For some people in Nepal, there is yet a fifth and lowest caste.

This group is considered impure or untouchable. *Dalits*, as they're called in Nepal, find it impossible to overcome the discrimination of this "inherited by birth" affliction. Like the Civil Rights Movement in the United States, many Nepalese from all social classes are striving for *Dalits* to obtain equal rights and freedom from oppression from the effects of the caste system. The *dalits* will be protected in the Nepali Constitution I mentioned earlier.

Literacy rate: *the number of people in a country over the age of 15 who can read and write.*

Just like the United States, Nepal has many public and private schools and universities. Nepal is proud of its progress in educating children. It's hard to believe that sixty years ago, Nepal had only one high school and one college and a literacy rate of only 1%! In 2009, Nepal can now boast over thirty-five thousand schools for its primary (grade 1-5), lower secondary

(grades 6-8), and secondary (Grade 9 and 10) students. After Grade 10, Nepali students select a Higher Secondary School that focuses on their academic interest (Math/Science, Arts, or vocational training). As Nepalese children continue their education more schools are being built for all grade levels. Nepal's literacy rate is currently above 50%. Compared to the U.S. whose literacy rate is 99%, this number is

low, but you have to remember attending school in Nepal is not a law like it is here in the United States.



As a Fulbright-Hays teacher, I had the wonderful opportunity to visit many schools in Nepal. In Pokhara, I spent two weeks partnering with teachers at SOS Hermann Gmeiner School-Rambazar. It is a popular private school, especially for students who want to study math and science in higher secondary school. On the school campus, there is an orphanage called "the Village". Students without parents or

families live there and go to school. Teachers and students alike are very proud of their school and village. School uniforms, even in public schools, are the norm for Nepali students, and it is also customary to stand and greet your teacher when she arrives in the class room. Of all the things I did in Nepal, teaching Nepali kids was definitely the easiest! Kids are kids no matter where you are, and I was delighted to be teaching kids poetry and social studies!

Because I'm a teacher and I'm concerned about children, I was very curious to learn about the health needs of children and their families while I was in Nepal. During the 1950s and 1960s, Humanitarian organizations like USAID and the Peace Corps helped Nepali officials implement better health standards by introducing immunizations and health provider education. But even today, malnutrition and poor sanitation (both safe water quality and sewage and garbage management) threaten the health of the people of Nepal. Common illnesses like ear infections and respiratory infections are easily cured by antibiotics in the US, but in Nepal they can be deadly. Likewise, diarrhea an

unpleasant ailment that most of us experience from time to time can take a child's life in less than twenty four hours if Nepali parents don't have access to clean water and electrolyte replacements. Some serious issues that Nepal faces in health care are acquiring medical personnel (currently there is one doctor for 30,000 Nepalese), educating women on pre- and post-natal care for their babies and themselves, and eliminating malnutrition in its children. While those seem daunting, be assured that many people in Nepal, not to mention many humanitarian organizations are working not only at the policy making level, but in the clinics, hospitals, and schools to increase Nepal's access to quality health care.



Quicker than I thought imaginable, my month long trip to Nepal was over, and I was packing my bags to go back to Michigan. I learned so much about Nepal while I was there, but I am nowhere close to being an expert. I'm going to continue learning about Nepal and its culture. While I introduced you to the country, I encourage you to do your own investigations using library books and the Internet. Some research topics to get you started might be flora and animal life (you might learn about the Yeti), Hinduism and Buddhism, the arts, sports and recreation, and the Nepalese national parks, or you might want to explore the topics of education, farming, and ethnic groups more thoroughly. Either way, I know you will enjoy your encounter with the incredibly diverse country of Nepal, just like I did. Namaste.

I am standing in front of a shrine dedicated to the Hindu god Kali.

Trivia Questions

Geography

<p>Nepal is located on which continent? Answer: Asia</p>	<p>Nepal is the approximate size of what U.S. state? Answer: Arkansas</p>
<p>What is the population in Nepal? Answer: Approximately 30 million</p>	<p>What are the three geographical regions in Nepal? Answer: Terai or plains, Central Hills, and the Himalayas or the Mountains.</p>
<p>Where are the terai or plains located? Answer: they run east and west along the southern border of Nepal and India</p>	<p>Where are the hills located? Answer: Central Nepal</p>
<p>Where are the Himalayas located? Answer: The Mountains are located along the northern border of Nepal and China</p>	<p>Mount Everest, the tallest peak in the world, is located in which geographic region? Answer: the Mountains or Himalayas</p>
<p>Located in the center of Nepal, what is the capital city? Answer: Kathmandu</p>	<p>What is the name of the mountain range near Pokhara? Answer: The Annapurna</p>

Government/History

<p style="text-align: center;">In medieval times, Kathmandu Valley was home to what?</p> <p>Answer: Many kings that built palaces, castles, and temples</p>	<p style="text-align: center;">Until just recently, how was Nepal governed?</p> <p>Answer: For the past two hundred years, Nepal was a monarchy (or ruled by a king)</p>
<p style="text-align: center;">Between 1950 and 1990, what was the biggest political struggle in Nepal?</p> <p>Answer: Having a constitution that would protect the people's voice and vote</p>	<p style="text-align: center;">In 1996, some Nepalese grew frustrated at the lack of progress the government was making. What was their response?</p> <p>Answer: the Communist Party of Nepal (Maoists) started a ten year civil war.</p>
<p style="text-align: center;">What was the Nepali civil war called?</p> <p>Answer: the People's War</p>	<p style="text-align: center;">How and when did the People's War end?</p> <p>Answer: In 2006, the Maoists and the Nepali government signed a peace treaty to stop fighting and establish a strong government</p>
<p style="text-align: center;">In order to make a strong Federal Democratic Republic, what did Parliament abolish in 2007?</p> <p>Answer: the Monarchy What are roles of the prime minister and president?</p>	<p style="text-align: center;">Who are the two leading government officials in Nepal?</p> <p>Answer: the Prime Minister and the President</p>
<p style="text-align: center;">What is the role of the prime minister of Nepal?</p> <p>Answer: the Prime Minister makes the executive decisions of Nepal</p>	<p style="text-align: center;">What is the role of the president of Nepal?</p> <p>Answer: the President advises the government about the needs of the people</p>

Education

<p>In 1950, the literacy rate was 1% in Nepal. What is the literacy rate in 2009?</p> <p>ANS: above 50%</p>	<p>In 1950, how many Nepali schools existed?</p> <p>Answer: One college and one high school</p>
<p>The Nepali education system is getting better every year. How many schools are now in Nepal?</p> <p>Answer: Approximately 35 thousand</p>	<p>How is Literacy Rate defined?</p> <p>Answer: The number of people in a country over the age of 15 who can read and write</p>
<p>What are the levels of education in Nepal?</p> <p>Answer: Primary (grades 1-5) Lower Secondary (grades 6-8) Secondary (grade 9-10) Higher Secondary (grades 11-12)</p>	<p>Why is there a difference between Literacy Rates between the U.S. and Nepal?</p> <p>Answer: U.S. education is a law whereas Nepal education is not mandatory</p>
<p>What do students study in Higher Secondary School (grades 11-12)?</p> <p>Answer: Students choose a school focusing on their academic interests like Math, Science, or Vocational training</p>	

Livelihood

<p>What is a major industry in the Kathmandu valley that contributes to pollution?</p> <p>Answer: Brick Making</p>	<p>What are the two major crops in Nepal?</p> <p>Answer: Rice and Corn</p>
<p>What are some progressive farming techniques being researched?</p> <p>Answer: land use, water and soil management, income generating crops, and renewable energy</p>	<p>What are some experimental crops in Nepal?</p> <p>Answer: Coffee, Asparagus, Kiwi Fruit, and different varieties of corn and rice.</p>
<p>How does Nepal generate 80% of its electricity?</p> <p>Answer: Hydroelectric dams on the country's major rivers</p>	<p>What do you call the period of time when the electricity does not run?</p> <p>Answer: Brown Outs</p>
<p>How do Nepali farmers grow crops in the hilly region of Nepal?</p> <p>Answer: terraced crops built into the hills</p>	<p>How is poverty defined?</p> <p>Answer: not having basic human needs like food, shelter, water, health care, education, and access to information</p>
<p>Most Nepalese only make \$500 a year. What percent of the population lives in poverty?</p> <p>Answer: 40%</p>	<p>Why is it important for the Nepalese to expand and improve their farming industry?</p> <p>Answer: Need to protect environment and need to earn income from their crops to reduce poverty and under employment.</p>

Everyday Life

<p>Which is <i>NOT</i> a method of transportation in Nepal?</p> <p>A. Rickshaws C. Motorcycles B. SUVs D. Small Cars</p>	<p>What are UNESCO World Heritage Sites?</p> <p>Answer: Famous landmarks honoring cultural, natural, or national heritage of a country</p>
<p>How can the monsoon season hinder transportation?</p> <p>Answer: mudslides and floods ruin the road systems and create unsafe traveling conditions</p>	<p>How does transportation contribute to the pollution, especially in the Kathmandu valley?</p> <p>Answer: Many cars and motorized vehicles</p>
<p>What are some of the challenges of travelling from city to city in Nepal?</p> <p>Answer: two-laned roads, lots of traffic, and winding roads through mountains and hills</p>	<p>What is the name of the beverage that is sweetened black tea with milk?</p> <p>Answer: Chyia (pronounced Chee-a)</p>
<p>Dal Bhat is eaten several times a day in Nepal. What is it?</p> <p>Answer: Dal is the word for lentil soup, and Bhat is the word for rice.</p>	<p>What is mo-mo?</p> <p>Answer: a stuffed dumpling served with a spicy sauce</p>

People

<p>What is the currency of Nepal? Answer: The Nepal Rupee</p>	<p>How would you describe the paper money of Nepal? Answer: The paper money comes in different colors and shapes depending on the denomination. The larger the bill the larger the size.</p>
<p>Most Nepalese only make \$500 a year. What percent of the population lives in poverty? Answer: 40%</p>	<p>What is an Ethnic Group? Answer: a group of people who identify themselves by their common heritage, language, traditions, religion, and geographic location</p>
	<p>Why are ethnic groups important in Nepal? Answer: There are over 60 different ethnic groups in Nepal</p>
	<p>What are the major categories of the Hindu Caste System? Answer: Priests/Brahmins, Rulers/Chhetris, Merchants/Vaiysa, and Laborers/Sudra</p>
	<p>What are “untouchables”? Answer: a group of people that some consider unclean or impure. They are also called Dalits</p>

Health Care

<p>What are two things that threaten the health of Nepal?</p> <p>Answer: Malnutrition and poor sanitation</p>	<p>What are three ways to improve health care?</p> <p>Answer: acquiring more medical professionals, educating women about pre- and post natal care, and ending malnutrition in their children</p>
<p>Why are ear infections and respiratory infections so dangerous in Nepal?</p> <p>Answer: They can be deadly if they aren't treated with antibiotics.</p>	<p>Currently, there is a shortage of medical personnel. What is the ratio of doctors to people?</p> <p>Answer: One doctor for every 30,000</p>
<p>What is the treatment for diarrhea?</p> <p>Answer: clean water and electrolytes to prevent dehydration</p>	

Nepal Trivia Game

Task 1: skim and scan at least three Nepal books

Task 2: Work with group and select your specific topics (remember no duplicate topics in groups). Possible topics :

Land	Population	Religion
History	Poverty	Language
Government	Health Care	Music
Ethnic groups	Education	Food
National symbols/songs	Flag	Arts
Famous people	Currency	Sports/Recreation
Jobs/economy	Environment	Male/female roles/issues

Task 3: Research specific topic and record facts (pre-write) in the “thorough fact” section of topic

Task 4: In the “trivia question” section, draft your trivia questions, and then share with your group and revise as needed (clarify facts if necessary and try avoid specific numbers and statistics because they change frequently).

Task 5: Create the board game

Participation Points for Project: 10 points

Score includes teamwork, creativity, neatness, time management, and independence

Materials Needed:	Elements needed:	Trivia Card Elements:
11x14 paper	Game title	Question
Colored pencils	Map of Nepal	Answer
Pencil/Eraser	Flag of Nepal	Your name in corner
	Directions/rules	Be sure questions and answer is thorough, easy to read, and easy to understand by the reader.
	Trivia cards	
	(these can be generated on the computer or by pencil/hand	

Research and Fact Sheet: Nepal Trivia

This work sheet is worth 18 homework points

One point for each fact x 9 = 9 points

One point for each trivia question and answer x 9 = 9 points

Topic 1:	Thorough facts	Trivia Question/Answer
Topic 2:		
Topic 3:		