



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



Lesson Plan
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Manistique Middle-High School

Title: How does physical geography impact population density in Nepal?

Subject Areas: World Geography and Eastern Hemisphere Geography

Grade Levels: 7 or 9

Length of Lesson: one class session (approx. 45 minutes)

Summary/Overview:

Students will review the idea of population density (previous knowledge) and then look at the population density of regions of Nepal. An extension activity would be to have students calculate the population density to use in the comparisons. Students will then apply knowledge of physical geography features to a discussion of population density and create theories about why density is higher in certain regions of Nepal.

Primary Objectives:

Students will be able to develop appropriate theories about how physical geography and climate impacts human population density. Students will also practice reading physical and population density maps. If the extension activity is utilized then students will have practice in calculating population density.

Required Resources/Materials:

- Population density map of Nepal
- Physical geography map of Nepal
- Climate map of Nepal

Procedure:

1. Review the definition of population density (the measure of how many people live in a defined area such as country, state or district). Review the impact of high density on daily life (competition for resources, overcrowding, strain on infrastructure, possible increase in crime, etc.). Discuss how physical geography and climate can impact density (hard to farm in mountains, jobs tend to be in cities

- which are located near transportation sources, people don't want to live in extreme weather areas, etc).
2. Review major climate regions (tundra, alpine, Cold and warm temperate, sub-tropical) and physical regions of Nepal (Himalayas, terai, middle-mountain regions, river basins). Briefly review how each region impacts daily life for those living there. Distribute maps for student use if they don't already have one.
 3. Distribute population density maps of Nepal and allow students a few minutes to look at maps and think about why it might look the way it does.
 4. Allow students to work with a partner and *discuss* the following questions:
 1. Where is the density highest? What is the physical geography of the area?
 2. Where is the density lowest? What is the physical geography of the area?
 3. Locate Kathmandu and Pokhara on the density maps. Are these areas isolated areas of higher density? Why might that be?
 4. Looking at the density map, where do you think most industry and business is located? Why would it be there? (Think about Nepal's neighbors)
 5. Have students return to their seats.

Assessments:

Final evaluation: Ask students to write 3 theories about why the population density of Nepal is distributed the way it is. Inform them that they need to be specific and use information from both maps.

Michigan Content Expectations Met:

- 7GI.2.4 Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population.
- 7GI.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.

Bibliography Unique to this lesson:

Chapagain, Prem Sagar, Ghimire, Pawan Kumar, Thapa, Rajesh. EKTA School Atlas. 2001. Ekta Books Distributors Pvt. Ltd; Kathmandu, Nepal.