



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



Lesson Plan
from

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Title: What is a Developing Country

Subject Areas: Social Studies (Eastern Hemisphere Studies)

Grade Levels: Grade 6 or 7

Length of Lesson:

Day 1—Lecture and research part 1 (45 minutes)

Day 2- Research part 2 (45 minutes)

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 was conceived from two seminars during my stay in Nepal. Dr. Murari Suvedi, MSU professor and Director of the Fulbright-Hays project, shared the concepts of *bikas* (a Nepali word for development) as it relates specifically to Nepal in Asia. In another seminar, Dr. Sagar Raj Sharma from Kathmandu University discussed Nepal's plans for development and goals for foreign aid. In sixty years, Nepal has made progress in becoming a developing country, and as it makes plans to reduce poverty, under- and unemployment, and inequality and oppression, the future looks promising.

I have provided an outline of the concepts discussed during both seminars and a handout for students to complete independent work. Students can supplement the information using World Fact Book, World Bank, or other websites that can provide information about Nepal. One reminder: numerical statistics differ from source to source. Please guide your students to compare figures and make a general informative statement when there is a discrepancy.

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:

Define progress and challenges in Nepal's Development
Analyze issues of Nepal's development over the past sixty years
Draw conclusions based on information provided and independently gathered
Generate possible solutions for Nepal's development

Required Resources/Materials:

Copies of "What is a Developing Country?" Handout
Copies of "How is Nepal Reducing Poverty, Underemployment, and Inequality?" Handout

Web access for World Factbook and World Bank (optional):

<https://www.cia.gov/library/publications/the-world-factbook/geos/np.html>

<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/SOUTHASIAEXT/NEPALEXTN/0,,menuPK:148707~pagePK:141159~piPK:141110~theSitePK:223555,00.html>

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: Ask students to define the word "Develop" or "Developing". Can they come up with things that get "developed"? Once they get that down, can they generate a list of synonyms for development as it relates to a developing country?

Lecture: You can modify the provided outline to suit your class (use as is, eliminate words for Cloze procedure, or just use skeleton form)

Provide information for the four major elements of the lecture (general definition, areas of development, challenges of development, and elements of a successful developing country). As students begin their own investigations, they can use the provided information to scaffold or clarify new information they encounter.

Independent work/Homework:

The handout provides students a framework for their research. The first set of questions will guide their research, and the second set of questions should be answered post-research.

Assessments:

Homework points awarded based on completion of work.

Michigan Content Expectations Met:

H1.1 Temporal Thinking

Use historical conceptual devices to organize and study the past.

7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.

G2.2 Human Characteristics of Place

Describe the human characteristics of places.

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).

G6.1 Public Discourse, Decision Making, and Citizen Involvement (P3, P4)

7 – G6.1.1 **Contemporary Investigations** – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)

P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement

7 – P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions.

P4.2 Citizen Involvement

Act constructively to further the public good.

7 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

Bibliography Unique to this lesson:

Sharma, Sagar Raj. “Foreign Aid and Post Conflict Nepal: Significance of U.S. Aid to Nepal.” Fulbright-Hays Seminar Lecture. Kathmandu, Nepal. July 7, 2009.

Suedi, Murari. “Development in the Nepali Context.” Fulbright-Hays Seminar Lecture. Pokhara, Nepal. June 29, 2009.

What is a Developing Country?

Synonyms for the words “developing” or “development”

General Definition of a Developing Country:

1. The process in which “backward” countries catch up to the industrialized world
2. With assistance from International NGO's (e.g., CARE)
3. With responsibility, Morality, Integrity, and Accountability
4. While incorporating self-sustaining, self-managing techniques
5. Does NOT mean imposing/replicating Western Modernization

Areas of Development for Nepal:

1. Government
 - a. High turnout in recent elections
 - b. Broad commitment to democracy
2. Education
 - a. 1951—only 1 HS in Nepal
 - b. Over 35,000 schools in 2009
3. Transportation
 - a. Roads (east to west/north to south)
 - b. Airports (international and domestic)
4. Communication
 - a. News Media
 - b. Wireless/Cellular

Challenges Faced in Nepal:

1. Instable government
 - a. Nepalese Civil War (1996-2006)
 - b. End of the Monarchy
 - c. Establishing Democracy and governance
2. Marginalized people
 - a. Roles of Women and girls
 - b. Dalits
3. Environment
 - a. Safe Water
 - b. Urbanization
 - i. Solid waste management
 - ii. Congested Urban living
 - c. Pollution/Pollution-related illnesses
 - d. Soil Erosion, loss of farm land
 - e. Sustainable living

4. Livelihood
 - a. 31% live below the nation's poverty Level
 - b. Ranked 151/166 World Bank or 175/194 CIA.gov world factbook
 - c. Third lowest country in Asia on Human Development Index
 - d. Some of Worst poverty/health statistics regionally/globally
5. Healthcare
 - a. 55/1000 babies won't reach first birthday
 - b. Pollution illnesses
 - c. Pre-and Post-Natal care for babies and mothers
 - d. Common, but deadly illnesses

Three elements needed to be a successful developing country:

1. Reduction in Poverty
2. Reduction in Un-employment and Under-employment
3. Reduction in Oppression/Inequality/Marginalization

How is Nepal Reducing Poverty, Underemployment, and Inequality?

Part 1—Worth 10 homework Points

Your Task: Using classroom resources and the Internet, research poverty, jobs, economy, education/literacy, and public health issues in Nepal.

1. Why is Nepal considered a poor country?
2. What types of jobs are available for men and women?
3. How does Nepal and its people make money?
4. What is the education system like? Can every boy and girl go to school? How can education aid Nepal's development?
5. What is public health like in Nepal? Lifespan? Diseases? Water? Medical treatment?

Part 2—Worth 8 homework points

After your research, answer the following questions:

1. How is Nepal working toward the elimination of poverty?
2. How is Nepal working toward the elimination of underemployment?
3. How is Nepal working toward the elimination of inequality?
4. If it is not explicitly stated, you should answer how you think Nepal should handle poverty, underemployment, and inequality. Try to be as realistic as possible. You may ask others (parents, grandparents, babysitters, etc) for their opinions as well.