



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



Lesson Plan  
From  
Christina Witter  
Moraine Elementary School  
Northville, MI

**Title: Cultural Sensitivity, Critical Thinking, and Creative Writing Using Nepal-Focused Mentor Texts**

**Subject Areas: Language Arts**

**Grade Levels: 3<sup>rd</sup> through 5<sup>th</sup> grades**

**Length of Lesson:**

Lesson 1:	Part 1—30 minutes Part 2—varies based on how long it takes each student to work through the writing process
Lesson 2:	Part 1—30 minutes Part 2—45 minutes Part 3—30 minutes
Lesson 3:	Part 1—30 minutes Part 2—varies based on how long it takes each student to work through the writing process

**Summary/Overview:**

By using mentor texts, students will make connections and draw conclusions about differences and similarities between cultures. They will use their new knowledge to write an autobiography and a story.

**Primary Objectives:**

Students will use stories and information about Nepal to enhance their cultural sensitivity, critical thinking skills, and writing.

**Required Resources/Materials:**

“A Day in the Life of a Nepali 10-year-old” PowerPoint  
If the World Were a Village: A Book about the World’s People picture book by David J. Smith  
“Where in the World Am I?” PowerPoint game  
I, Doko: The Tale of a Basket picture book by Ed Young

## **Procedure:**

### **Lesson 1:**

Part 1: Have the students view the PowerPoint “A Day in the Life of a Nepali 10-year-old.” Discuss with the class the similarities and differences between their life and Apar, the boy in the PowerPoint.

Part 2: Have the students create a story or a PowerPoint of a day in their own lives by using the writing process. Encourage them to write as if they were sharing it with a student from another country.

#### **Extensions:**

1. Students can complete a Venn diagram to compare and contrast their life with Apar.
2. Students can share their story or PowerPoint with younger classes.
3. Students can share a printed or emailed version with pen pals.

### **Lesson 2:**

Part 1: Introduce the read aloud by viewing a 3 minute “YouTube” video entitled “If the World Were a Village of 100.” <http://www.youtube.com/watch?v=1v9xJPllQU> Then read aloud If the World Were a Village to begin a discussion about the variety of people throughout the world and how they live. Ask the students what in the book they remembered and why and how they felt as the book was read.

Part 2: Start the lesson by asking the students where they would go if they could travel anywhere in the world outside of the United States. Students can spend some time on-line or with books to do some basic research to find places. Have each student share where they would go, point to it on a map or globe, and give at least one reason why they would go there. Hopefully, a variety of places will be mentioned as well as what the students might do and see in their chosen location.

Part 3: Have the students view the PowerPoint game “Where in the World Am I?” to spark a discussion about the pairs of pictures in each slide of the PowerPoint. Students can vote where they think each picture is from. After each pair of pictures, have at least one student share their reasoning for their vote. Reveal information (included in the “notes” of each slide in the PowerPoint) about each location before moving onto the next pair of pictures. Students should be able to recognize the differences and commonalities between different places and appreciate them.

#### **Extensions:**

1. Students can spend more time with the research of their chosen country to produce and present a research project. (W.GN.03-05.03, W.GN.03-05.04)
2. Students can find or draw pictures of different locations and activities around where they live. Then students can find or draw similar pictures of the location that they chose at the beginning of the lesson to compare and contrast their chosen location to the US.
3. Students can find or draw two pictures of things that are similar using any criteria they determine (i.e. a butterfly and a flower are both living things). Using the

- students' pictures, have the other students guess the reason the pictures are paired together.
- Using the book If the World Were a Village, have students rewrite some of the statistics in a variety of mathematical ways (percents, fractions, decimals, graphs, etc.)

### Lesson 3:

Part 1: Read aloud the picture book I, Doko: The Tale of a Basket. Have a discussion with the students about what makes this book unique to encourage them to realize that the book is told from the point of the view of the basket. Have students take out the book they are reading to consider who is telling the story in their book. They can then share with the class.

Part 2: Have partnerships of students brainstorm a list of inanimate objects that they could use to tell a story from its point of view. Discuss several ideas with the class to determine which objects would make interesting stories. Students can then take their idea through the writing process.

#### Extension:

Students can write from the point of view of an inanimate object without saying directly what it is. Each student can read aloud their writing and see if the other students can guess what it is.

### Assessments:

Lesson 1: Autobiography

Lesson 2: "Where in the World Am I?" PowerPoint game

Lesson 3: Student-generated story from the point of view of an inanimate object

### Michigan Content Expectations Met:

Lesson 1: R.IT.04.01  
R.CM.05.01  
W.PR.03.01-05  
W.PR.04.01-05  
W.PR.05.01-05

Lesson 2: S.DS.03.03  
S.DS.04.03  
L.RP.03.03  
L.RP.04.03  
L.RP.05.03

Lesson 3: R.NT.03.02  
R.NT.03.04  
R.NT.04.01  
R.NT.04.03  
R.NT.05.04  
S.DS.03.02

W.PR.03.01-05  
W.PR.04.01-05  
W.PR.05.01-05

**Bibliography Unique to this lesson:**

Smith, David J. If the World Were a Village: A Book about the World's People. Toronto: Kids Can Press, 2002.

Young, Ed. I, Doko: The Tale of a Basket. New York: Philomel Books, 2004.