



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



Lesson Plan

Jan Lee  
Krause Elementary School  
Armada, Michigan

**Title:** Cultural Connections with Nepal

**Subject Areas:** English, Technology, Social Studies

**Grade Levels:** third (or higher)

**Length of Lesson:** three 30 minute classroom lessons, one computer lab lesson, work at home time

**Summary/Overview:**

Students will be introduced to Nepal through a photo collection. Students will discover cultural connections between their own lives and those of Nepali's. With parental help for the purpose of discussion, contemplation, and technological assistance, each child will make a Power Point presentation\* using photographs from the collection and corresponding photographs of themselves. Students will include text to compare and contrast cultural universal themes between Nepal citizens and their own lives.

\*Books may be created by printing pictures.

\*Drawings can be created if photographs or other technology is unavailable.

**Primary Objectives:**

Students will be introduced to the culture of Nepal.

To identify cultural universal connections between two diverse countries

To compare and contrast using descriptive language.

To use technology to communicate their ideas.

Develop competencies in technology use.

Strengthen home, school connection.

**Required Resources/Materials:**

- Nepal background information (website)
- Photograph bank (website)
- Camera – supplied by students

- Power Point software – for school demonstration

### **Procedure:**

Lesson 1 and 2: Teacher will introduce Nepal using a map and photo bank over two lessons. Children will identify cultural themes of photographs taking note that one photograph may have more than one possible theme. Questions and discussion during presentation are essential. After second presentation, children will brainstorm cultural universals identified during presentation (teacher lists). Teacher should be careful to point out that none of the pictures represents every person or family in Nepal.

Lesson 3: The teacher will ask children to compare and contrast photographs to their own lives. Encourage descriptive language. Show the pictures thumbnail style. Let students choose one, teacher zooms it, student describes it. This session will serve as examples for all students.

- ✓ i.e. My mom washes our china dishes in the kitchen sink. Many people in Nepal wash their metal dishes using an outdoor faucet.
- ✓ I can get safe, clean drinking water out of any faucet in my house. People in Nepal need to boil their water before they can safely drink it.
- ✓ My dad and I shop at a giant grocery store with every kind of food. Most people in Nepal go to tiny markets or street stands to get fresh fruits or vegetables, or even pick out a live chicken!
- ✓ I love to jump rope with my friends. Some kids in Nepal like jump rope too.

Lesson 4: Using a computer lab, the teacher will show the students how to create a power point presentation using the Nepal photo bank and pictures of her/himself. (Hint to decrease copying of examples: Pick obscure pictures children are unlikely to want to use. Use text examples children are not likely to apply to themselves.) Your picture choices are now off limits to be used, but should be accessible on line with directions for the project.

Send a letter home to the parents explaining the project and providing internet addresses for information and assistance. Be clear as to how many photos are required and how many different cultural universals. It will help to list possible cultural universals from which to choose. Stress the discussion and contemplation aspects to enhance the home, school connection.

### **Assessments:**

Power Point presentations or other projects.

Response Survey (below) After sharing Power Points or other projects, students should answer Response Survey. Sharing will help equalize exposure for those who had a lack of home help or computer access.

### **Michigan Content Expectations Met:**

- W.GN.03.03
- W.GN.03.04

- W.PR.03.01
- W.PR.03.03
- W.PR.03.04
- W.PR.03.05
- W.GR.03.01
- W.AT.03.01
- MI Technology Standards and Expectations  
 Technology Productivity Tools #s 2,3  
 Technology Communication Tools #2  
 Technology Research Tools #s 1,4  
 Technology Problem Solving and Decision Making Tools #2

**Bibliography Unique to this lesson:**

Response Survey

name \_\_\_\_\_

1) What is the most interesting thing you learned about the culture of Nepal.

2) Does life seem harder or easier for people in Nepal compared to American's?  
 Support your answer with at least one example.

3) What are two ways American and Nepalese cultures are alike?

If you are able to visit Nepal, what would you like to see or do there?

Fill in the circle next to each cultural universal you think Americans and Nepalese have in common.

- Need shelter
- Have families
- People farm

- Need transportation
- Some people go to church or temples
- Need food
- People have jobs
- Kids like to play
- Some love to sing or dance
- Need clothes
- People love
- Some people are happy
- Some people are sad