

### Himalayan Video Activity Guide: Vocabulary

- **Vocabulary: Clues and Questions**

Work in groups of 3-4. Write one vocabulary word on each index card. Divide the cards among the people in the group. Each person writes 3-5 clues or questions on the back of the index card about the vocabulary word. When everyone is finished, take turns trying to get other group members to guess the vocabulary word by reading the clues or questions on the back. Try to give as few clues or questions as possible.

**yaks cultures altitude transportation trek expedition elevation chanting caravan trade**

- **Vocabulary: Possible Sentences**

Choose one new vocabulary word from box 'A' and one familiar word from box 'B.' Write a sentence using both words. The sentence should tell what you think the new vocabulary word means or how it's used. As you watch the video, check your possible sentences for accuracy of meaning.

**Box A: yak pasture caravan barter provisions**

**Box B: field trade supplies animal train**

- **Vocabulary: Using Context Clues**

Read each sentence below, the actual sentence from the Himalayan Video, and determine the meaning of the underlined words. Other words in the sentence will give you clues as to the meaning of the vocabulary word.

1. Many ceremonies take place at the monastery where the monks live, which is much like our church, synagogue, or temple.
2. We'll travel over the high Himalayan with a yak train, as a trade caravan.
3. Both individual and business trades barter here at Lunak when they meet to try to get a better deal before the goods get to the markets at either ends of the trade route, and become more expensive.
4. The sharp, cracking sounds of the shifting glacial ice and the loud turbulence of the avalanches echo up the moraine floor, and bounce off the high peaks.
5. I skied up onto the glacier a bit before Gurmi left with the yaks, to begin my acclimatization. Climb high, sleep low is the way to go, to allow your body to adjust to the new heights.
6. Skies were clear, and it was cold and frozen as I slid over on my skis avoiding the crevasses, which are gaps or slices in the glacier when it covers steep terrain.
7. But what makes the Chang Tang so valuable is that it is brackish, or salty, so salty that you can scoop the salt up with your bare hands.

- **Vocabulary: Word Webs**

Create word webs for each word listed below. Include the word, a synonym, an antonym, a complete definition, the part of speech, an original sentence and list 2 people who might use the word (besides your teacher).

**expedition exotic indigenous transport**

**confluence trek sustained demarcate magnitude cohesive**

- **Vocabulary: Sort and Resort**

Sort the following words into at least three groups. You determine the "rule for sorting" and the categories. You may put words the same number of syllables together, similar parts of speech, words with like meanings, or any other creative way you can think of to categorize your word groupings. Then ask a friend to figure out your "sorting rule." Before you turn in your paper, be sure to label your groups and "rule for sorting."

**expedition altitude cultures yaks**

**transport elevation trek caravan**

**inconsequential magnitude acclimatization convoys**

### **Himalayan Video Activity Guide: Extension Activities**

**Standards 1-3: World in Spatial Terms (covered in the introduction section of video-about 2-3 minutes)**

- 1) How to use maps and other geographic representations, tools, and technologies to acquire process, and report information from a spatial perspective
- 2) How to use mental maps to organize information about people, places and environments in a spatial context
- 3) How to analyze the spatial organization of people, places and environments on Earth's surface

#### **Map Making: World Views**

- Use the following questions for thought and discussion:
- Does it help to live near a river? Explain
- Do mountains on a trade route make it easier or harder to travel? Explain.
- What do you think of when you think of Sherpas? How does this affect the way you think of the Himalaya? Explain.
- Create a mental map of your favorite place. It might be your bedroom, fort, or secret hiding place. Close your eyes and visualize what it looks like. Use a blank piece of paper and sketch your map. Create symbols to stand for the objects on your map. Create a map key to explain your symbols.
- Read *Make Way for Ducklings* by Robert McCloskey. Create a sketch map to illustrate the movement of the family of ducks in the story..
- Use a blank map of the world. Label the continents, deserts, oceans, mountain ranges and regions listed below. (Utilize the places from Jan Reynolds' Vanishing Culture Series with Harcourt, Brace and Co.—*Himalaya, Sahara, Far North, Down Under* (Australia), *Amazon Basin, Frozen Land* (Arctic), and *Mongolia*)
- Indigenous tribes live on every continent. Label the tribes listed below in the appropriate regions. (Tibetans, Tuareg, Samii, Aboriginal, Yanamama, Inuit, Mongolians)
- Create a map key to identify the locations on the map. Be sure to label each symbol in the key.
- Add a compass rose to the map. Label the directional locations.
- Identify the heights of the mountain ranges listed on the map.
- Use a blank piece of paper and list the mountain ranges on your map in order from shortest to tallest.
- Find the difference between the tallest mountain range and the shortest.

#### **Map Making: Asia**

- Use a map of Asia (***create a simple map with major landforms identified. Create a blank map key***) to label the map key with the major landforms indicated on the map.
- Using a blank piece of paper, sketch a map of Asia from memory. Be sure to include the following geographic locations: (Be sure to include major deserts, mountain ranges, rivers and plateaus. Any larger atlas portraying Asia in the physical earth section can be your guide)
- *Using the sketched map, create a line and point drawing connecting the geographic locations in such a way it forms a picture to help you visualize the placement of the major landmarks.*
- Create a map key and distance scale for the sketch map.
- Focus on the Himalayan Mountain Range and its extended ranges. Label the following (14) 8000 meter peaks, the highest in the world. (Annapurna 8047m, Everest 8848m, Naga Parbat 8125m, K2 8611m, Cho Oyu 8201m, Makalu 8463m, Kangerjunga 8586m, Manaslu 8163m, Lhotse 8516m, Gasherbrum II 8935m, Broad Peak 8047m, Gasherbrum I 8068m, Dhaulagiri 8167m, Shisha Pangma 8046m. More information can be found in *History of the 8000 Meter Peaks* by Richard Sale & John Cleare, Mountaineers Books: Seattle Washington.)
- Use the sketch map to answer the following geographic questions about the trade journey followed in the video. It begins in Namche.
- Find the distance in miles from Namche Bazaar, Nepal to Tingri, Tibet.
- What is the difference between the tallest and shortest peak in the Himalayan Mountain Range?
- What direction would trekkers need to travel to get from Namche to Tingri?
- If trekkers traveled 15 miles a day, approximately how many days would it take to reach Everest from Namche Bazaar? In the mountains distance is really measured by vertical and weather.
- Calculate the approximate distance a trekker would hike if she circumvented Mount Everest. You can check out the book *Everest Grand Circle* by Jan Reynolds. Mountaineers Books: Seattle Washington.

### **Map Making: Himalayas**

- Create a 3-D model of the Himalayan Mountain Range. Be sure to make the model to scale. Use ripped, layered construction paper, clay or paper mache'. Paint the range and label the high peaks with toothpicks & mini-flags.
- Analyze a map of China and the Himalayan Mountain Range. Write about the impact the range has on the Indian subcontinent in the following ways:
- What are the political impacts the range has on the Indian subcontinent?
- What are the territorial and security impacts?
- Describe how Everest impacts the water supply and flooding on the Indian subcontinent.
- Describe any barriers to transportation the Himalayan Range poses for the Indian subcontinent.
- What are some of the benefits of having the Himalayan Mountain Range form a natural boundary between China and India? What are the drawbacks?
- The Sherpas and Tibetans live in the Himalayas, describe the living, eating and cultural adaptations they need to survive in the high mountain region.
- Why do the Sherpas live in the village of Namche Bazaar in the khumbu region, at the confluence of 2 rivers? Why is this necessary for their survival?

### **Standards 4-6: Places and Regions (Covered in Sherpas introduction and daily life section of the video-about 3-4 minutes)**

4) The physical and human characteristics of places

5) That people create regions to interpret Earth's complexity

6) How culture and experience influence people's perception of places and regions

- Make a Venn diagram. In the center, list the characteristics of the Himalayan region and your community that are the same. On the left, list the characteristics that are unique to the Himalaya and on the right those unique to your community.
- Make a "T" chart. Label the left side of the chart Sherpas. Put your family name on the right side. Answer the following questions for both sides of the chart:
- Where do the people live?
- What kinds of jobs do they have?
- How do they spend their leisure time?
- What everyday chores need to be done?
- Use large butcher paper to create a mural depicting life in the Himalayan region through the seasons. Use a variety of art mediums to illustrate.
- Build a model Sherpa home. Use clay, stones, sticks and any other natural material you wish.
- People celebrate in many ways and for many reasons. The Sherpas had ceremonies celebrating the weather and their crops. They wore certain clothing, performed various dances and songs and honored special symbols. Write a descriptive paragraph explaining the role of the spinning wheel in Buddhist culture. Then, write a descriptive paragraph of a celebration of your own. Be sure to include at least one important object or tradition in your description
- Draw a Venn diagram. In the center, list at least 5 basic human needs. Then, to the left, write the ways and characteristics that the Sherpas go about meeting those needs. On the right, list the ways and characteristics that you meet those needs.
- Chomolungma, Mother Goddess of the Earth, was the name given to Everest by the local people. Write an analytical reflection describing the possible meaning and reasons for the name. What does it imply about the environment and people?
- Describe some of the adaptations the Sherpas and Tibetans have had to endure because of the high number of tourists that visit the Himalayan Mountain Region, especially Everest. What are the benefits? Drawbacks?
- Create a semantic map for the most important animal in the survival of the Sherpas and Tibetans, the yak. Create the following categories and then list what you've learned about the uses and care of yaks under each: transportation, care, yak butter, food, wool, other
- The cutting of trees for firewood has increased due to the frequent tourist trekkers. Some Sherpas believe that this is detrimental to their environment. Others continue to cut trees for wood so it can be sold for money to the tourists. Write a persuasive essay, choosing either side. Be sure to support your arguments with evidence and specific reasons.

- The Himalayan Mountain Range "grows" approximately 1" per year due to landmasses pushing against each other causing the range to rise. Use clay to build the mountain range and create a scientific experiment to illustrate this rise.
- Places are divided into three basic regions: formal regions (characterized by a common human property, language & culture); functional regions (characterized by transportation systems, economic associations & trading); and perceptual regions (characterized by reflections of human feelings and attitudes about the area). Use a map of China to color-code Khumbu; the entire trade route to Tibet & Namche Bazaar; and the Himalayan in Nepal. Label each region appropriately as formal, functional or perceptual.

**Standards 7-8: Physical Systems (Covered in Everest section of the video- about 5 minutes)**

7) The physical processes that shape the patterns of Earth's surface

8) The characteristics and spatial distribution of ecosystems on Earth's surface

- Landforms, vegetation, and animal life are dependent upon the regions climate and natural resources. Explore your environment. Notice the types of vegetation and animal life. Collect samples of the local ecosystem and arrange them in a diorama model of the ecosystem.
- Make a 3-D map showing the topography of Nepal and Tibet. Be creative. Use various household items such as sandpaper and pebbles to make your map interesting. Be sure to build it on heavy cardboard to add stability.
- Make a list of the animals and vegetation found in the Himalayan region. Compare and contrast the animals and vegetation with those found in your community. Identify the variety of land formations and climates that make survival of these types of life possible.
- List ways that humans have changed the ecosystem in Tibet and Nepal. How has it affected the Sherpas way of life?
- Explain how the process of tectonic plates has changed Mount Everest, Chomolungma. Draw an illustration depicting these changes.
- Construct a climate graph for the Himalayan region. Remember, there are four seasons. Analyze your graph. Write an interpretive paragraph explaining how the Sherpas need to adjust their life style depending on the climate.
- Locate other regions in the world with climates similar to the Himalayas. Investigate the vegetation and life-style. Compare and contrast these regions.
- Predict the potential outcome of the continued movement of Earth's tectonic plates in the Himalayan region. Write a news report explaining the changes.
- Think about how the Sherpas interact with their ecosystem. Now, think about your community and how the people interact with their ecosystem. Write a comparative paper about the similarities, and differences of these two cultures and their interactions. Be sure to include your speculations as to the reasons for these similarities and differences.

**Standards 9-13: Human Systems (Covered in the Trade Journey and Jan's Journal sections of the video- about 18 minutes)**

9) The characteristics, distribution, and migration of human populations on Earth's surface

10) The characteristics, distribution and complexity of Earth's cultural mosaics

11) The patterns and networks of economic interdependence on Earth's surface

12) The processes, patterns, and functions of human settlement

13) How the forces of cooperation and conflict among people influence the division and control of Earth's surface

- Use a story map graphic organizer (characters, setting, problem, events, solution) and fill in the details of Jan's trek through the Himalayas on her way to the Saturday Market.
- Write an experience story about a time you attempted to do something challenging. Be sure to explain why it was challenging, the difficulties you encountered and how you overcame the obstacles.
- Create a list of dangers that people and animals face when trekking from the village of Namche Bazaar to Tibet.
- Make a 'T' chart. Label the left side of the 'T' chart My Shopping List and the right side Sherpa's Shopping. List items you'd typically need or buy on a trip to the market. Then, create a list of the

- items Sherpas would need or buy on a trek to the Saturday market. Analyze the lists. What do you notice?
- Make a diorama of the year's settlements in the Thami valley. Write a short description of the homes and the reasons that families must move to these "summer camps."
  - Keep a journal for 1 week. Reflect and analyze your daily routine. Record your actions, thoughts, feelings and reflections in your journal. Compare that with the trek Jan recorded in her journal. Do you notice any similarities in the entries?
  - Interview an older relative or community member about their childhood way of life. Analyze what changes have occurred. Describe the reasons for those changes.
  - Create a "Barter Bazaar" in your classroom. Each student should think of one skill, trade, or service (emptying the trash, sharpening the pencils, carrying someone's books, etc.) they'd be willing to barter. Then, have a bazaar where students can barter their skills and services!
  - Interview an older relative or member of the community. Ask about oral stories and traditions they've collected. Have an oral storytelling day with your class. Practice retelling the story. Be sure to use great voice intonation and expression.
  - Describe the reasons people would choose to move permanently to Namche, leaving Tibet. Compare the government structure of the United States to that of China, Tibet and Nepal. How does the structure of government affect the way people live?
  - Make a map of Tibet and Nepal and the trade route. Create a symbol to show the distribution of population. Next, create a map of your extended community. Label the distribution of the population. Add physical land features to both maps. Analyze the maps. Draw conclusions about the reasons the populations vary.
  - Create a graph of the local community showing population characteristics (ethnicity, age distribution, number of families and single households, number of employed and unemployed, males and females)
  - Develop a census questionnaire featuring population characteristics of interest to the student (number of siblings, distance traveled to school, place and month of birth, pets, etc.). Collect the data from students in two classes. Compare the two populations.
  - Write a news report describing the migrations of the Sherpas into the area of Namche and beyond. Be sure to include details about the journey and the reasons affecting the decisions to move.
  - Think about your culture and the culture of the Sherpas. Write a comparative essay explaining the similarities and differences of being a child in Tibet and in your community. Be sure to use facts to support your reasons.
  - Identify an issue in the Himalayan region that is a point of conflict. Analyze the situation and find ways in which it illustrates the idea of cooperation and conflict. Suggest possible solutions or resolutions to aid the conflict.
  - Map the trade route from Namche to Tibet. Explain how the trade influenced or was influenced by the climate, land formations, economics or politics.
  - Think about the difficulties in trekking the trade route between Namche and Tibet. Make some general conclusions about how transportation and communications affected the patterns of economic interactions.
  - Describe the cultural activities that provided a sense of stewardship to the Sherpas.
  - **Standards 14-16: Environment and Society(Covered in the Environment section of the video-about 10 minutes)**
- 14) How human actions modify the physical environment
- 15) How physical systems affect human systems
- 16) The changes that occur in the meaning, use, distribution and importance of resources
- Explain how the increased number of climbers and hikers to the Himalayan region has changed the physical environment. Look around your community. How has the physical environment changed over the last couple of years. What caused those changes?
  - Make a list of things that the Sherpas and Tibetans need, want and obtain from the physical environment. Compare this list with a list of what you obtain from the physical environment in your community.
  - Draw a picture illustrating how the Sherpas adapt to their physical environments. Label the adaptations.

- Create a news bulletin of natural hazards that the Sherpas encounter.
- Hold a class debate. The position of one side should be against the cutting of trees for wood burning, the other side for the cutting of trees. Be sure to support your claims with evidence and reasons.
- Identify an environmental issue in your community. Look at arguments for both sides of the issue. Choose which side you believe to be the most valuable. Write a persuasive letter to your local senators describing your concern for the issue and suggesting possible solutions. Be sure to support your claims with reasons.
- List facts about the ways in which the Sherpas and Tibetans adapt to living in different physical environments. Write vignettes summarizing how the physical environment affects life in each region.
- Give examples of the aspects of the environment the Sherpas had to take into account when planning treks to the Saturday market.

**Standards 17-18: The Uses of Geography(Covered in the ending of the video- about 2 minutes)**

17) How to apply geography to interpret the past

18) How to apply geography to interpret the present and plan for the future

- Prepare a time line illustrating changes in the vegetation and land formation of the Himalayan region.
- Interview older community members to collect information for a "then and now" report. Be sure to illustrate the report with photographs, newspaper articles and maps.
- Prepare a panel simulation with students representing different points of view on sustainable development (cutting down trees, increase in number of tourists)
- Examine the effects of tourism in the Himalayan region.
- Write a report on the loss of culture felt by the Tibetans as a result of the takeover of China. Analyze the effect of the Dalai Lama and the ability for the world at large to understand and value the Tibetan Buddhist culture.