

## RESOURCE LIBRARY | LESSON

# Protecting Everest

Students identify responsibilities of the government and individual climbers to protect Mount Everest by reading examples of regulations already in place in Nepal, China, and other countries. Students use their research to guide the creation of an infographic meant to educate the community about ethical mountain climbing in a visually appealing, easy to read way. This lesson is part of the [Mount Everest: What Goes Up Should Come Down](#) unit.

**GRADES**

6, 7, 8

**SUBJECTS***Conservation, English Language Arts, Social Studies, Civics***CONTENTS**

3 Activities

## In collaboration with



### ACTIVITY 1: GOVERNMENTAL RESPONSIBILITIES RELATED TO TOURISM IN NEPAL AND CHINA | 1 HR

## DIRECTIONS

*This activity is part of the [Mount Everest: What Goes Up Should Come Down](#) unit.*

**1. Students view several examples of various Bill of Rights and determine their purpose.**

- Display for the class both of the following images of the United States Bill of Rights and discuss the contents as well as the stylistic differences between the two:
  - [U.S. Bill of Rights: Example A](#)
  - [U.S. Bill of Rights: Example B](#)
- Ask students: *Why does the United States have a Bill of Rights?* Clarify any misunderstandings to assure accurate prior knowledge.
- Show students the [San Francisco Children's Outdoor Bill of Rights](#) and the [Austin Children's Outdoor Bill of Rights](#).
  - Ask students: *If the United States Bill of Rights' purpose is protecting citizens from the government, what is the purpose of Children's Outdoor Bill of Rights? Who is the audience it addresses?* (Possible answers: protecting the outdoor experiences of childhood; children, parents.)
  - Ask: *Why might people feel it is necessary to state these "rights"?* (Possible answers: to protect the childhood experience from modern day technologies that might keep them indoors, or to protect children from too much structure, technology, and a sedentary lifestyle. To encourage people to let children experience the outdoors in all of its glory and messiness.)
- Ask: *What would a bill of rights developed to protect Everest look like?* Begin developing a class-created Everest Bill of Rights by having students share their ideas on what should be included. Write students' responses on chart paper or a projected document.
- Ask: *Of the Bills of Rights we've looked at, what impacts whether or not you would actually take the time to read it?*
  - Try to get students to pull out the importance of visual appeal and readability. Connect to font style and size choices. Discuss whether students prefer sectioned off areas or bullet points.
  - Explain that as students move forward towards the culminating project, they will want to take visual appeal and readability into consideration because public documents meant to promote change and positive action only make a difference if people are willing to read them.

**2. Students browse U.S. government-based websites that demonstrate governmental actions taken to protect specific environments to begin considering what Nepal and China's**

responsibilities should be in protecting Everest.

- Have students visit the [National Park Service Timeline \(Annotated\)](#) and identify protections provided to National Parks through United States regulations, such as the Antiquities Act of 1906 and the Wilderness Act of 1964. As they explore the timeline looking for regulations that have protected the environment, students should note: 1) the name of the regulation, 2) what it protected, and 3) the year it came into existence.
- Ask: *Based on this timeline, what types of governmental protections has the United States put into place to protect our unique natural areas?* (Possible answers: the Yellowstone National Park Act of 1872 claimed over two million acres of land previously open to settlement, occupancy, or sale, and dedicated it and set it apart as a public park or pleasuring-ground for the benefit and enjoyment of the people. Also, the Wilderness Act of 1964 established a preservation system and provided legal protection for parks that were threatened by development.)
- Direct students to the [Rules and Regulations of the Yellowstone National Park](#) for further inspiration for their brainstorming. Point out a couple of the regulations, such as “The cutting or spoliation of timber within the Park is forbidden by law.”
  - Ask: *How is this an example of the government taking responsibility for protecting unique natural environments in the United States?*
- Ask: *Based on reading you have done throughout this unit, what types of rules and regulations have we already learned about in regard to climbing Mount Everest?* (Possible answer: Climbers must pay a fee.)

**3. Students read two articles offering varying perspectives and collect examples of existing governmental regulations and proposed regulations to protect Everest on the [Government’s Responsibilities Versus Individuals’ Responsibilities for Protecting Everest](#) Venn-diagram.**

- Distribute a copy of [Government’s Responsibilities Versus Individuals’ Responsibilities for Protecting Everest](#) to each student. Have students read at least one article from at least two of the categories below (Nepalese, Chinese, American or International), and add examples of existing government regulations and additional proposed regulations for protecting Everest to the Venn diagram. While the focus of this activity is the government’s responsibilities for protecting Everest, students may find examples of individuals’ responsibilities in the reading, so relevant information may be added to either side of the Venn diagram.
  - Nepalese government websites:

- [Nepal: People and Nature](#)
- [Awareness Programs and Cleanup Campaigns](#)
- [Mountaineering Royalty](#)
- Chinese government website:
  - [Mt. Qomolangma Mired in 'Chaos,' Stricter Regulations Required](#)
- United States websites about Everest Regulations:
  - [Amid Deadly Season on Everest, Nepal Has No Plans to Issue Fewer Permits](#)
  - [Mount Everest Climber Numbers Face Major Cuts as China Starts Cleanup](#)
  - [Waste Management in the Himalayas](#)
  - [Saving Nepal and the Planet, One Lawsuit at a Time](#)
- International websites:
  - [Sherpa Climbers Carried Out the Highest-Ever Spring Clean. This is What They Found](#)
  - [China Shuts Everest Base Camp for Trash-Dropping Tourists](#)

#### 4. Students participate in a whole-class wrap-up discussion.

- Have students share in a round-robin class discussion on at least either one governmental responsibility they read about, or make a suggestion based on their reading about a proposed “right” for the class Everest Bill of Rights that was started at the beginning of the activity. Record student responses on chart paper or a projected document.

## Modification

**Modifying for enrichment or to incorporate choice:** There might be many ways to approach this “Bill of Rights” framework respective to the industry, individuals, and environment comprising Everest. Have students select one of the three lenses as a focus for their Everest Bill of Rights. For instance, rather than developing the Everest Bill of Rights as a list of rights the mountain itself should have, students could develop The Everest Tourism Industry’s Bill of Rights, Ascenders of Everest Bill of Rights.

## Tip

**Step 4:** Encourage responses until there are at least four to five unique ideas recorded to ensure that students have a range of choices for their final infographic.

## Informal Assessment

Informally monitor students' recordings on the *Government's Responsibilities Versus Individuals' Responsibilities for Protecting Everest* worksheet to clarify any misunderstandings.

## Extending the Learning

**Debate Extension:** As a class, read the article *Everest Needs to Go More Commercial*. Organize a class-wide debate on the topic allowing students to prepare their argument with other resources that have been used during the unit.

## OBJECTIVES

## Subjects & Disciplines

- Conservation
- English Language Arts
- **Social Studies**
  - Civics

## Learning Objectives

Students will:

- Understand the importance of visual appeal and readability in public documents.
- Understand that governments have some responsibility to protect natural spaces within their jurisdiction.
- Analyze the purpose, implementation, and consequences of public policies that impact Mount Everest and other natural areas.
- Distinguish the powers and responsibilities of political parties from those of citizens.
- Brainstorm a list of potential rights for an Everest Bill of Rights.

## Teaching Approach

- Project-based learning

# Teaching Methods

- Brainstorming
- Information organization
- Reading

# Skills Summary

This activity targets the following skills:

- 21st Century Student Outcomes
  - Information, Media, and Technology Skills
    - Information Literacy
    - Information, Communications, and Technology Literacy
  - Learning and Innovation Skills
    - Creativity and Innovation
    - Critical Thinking and Problem Solving
  - Life and Career Skills
    - Leadership and Responsibility
    - Productivity and Accountability
- 21st Century Themes
  - Civic Literacy
  - Environmental Literacy
  - Global Awareness
- Critical Thinking Skills
  - Analyzing
  - Applying
  - Creating
  - Evaluating
  - Remembering
  - Understanding

# National Standards, Principles, and Practices

# COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY

- **CCSS.ELA-LITERACY.RH.6-8.2:**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

- **CCSS.ELA-LITERACY.RI.6-8.7:**

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

- **CCSS.ELA-LITERACY.SL.6-8.1:**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- **Reading Standards for Literacy in History/Social Studies 6-12:**

Key Ideas and Details, RH.6-8.1

## THE COLLEGE, CAREER & CIVIC LIFE (C3) FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

- **D2.Civ.13.6-8:**

Analyze the purposes, implementation, and consequences of public policies in multiple settings.

- **D2.Civ.1.6-8:**

Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

- **D2.Eco.2.6-8:**

Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

### Preparation

## BACKGROUND & VOCABULARY

# Background Information

Unique natural areas like Mount Everest are some of our world's most wonderful and awe-inspiring destinations. People travel from far and wide and invest great amounts of time, money, and personal energy for the opportunity to set foot even in Base Camp I, and then risk their lives to ascend and reach the summit. However, human interference in natural areas comes with its own consequences that can only be controlled through individuals and governments taking responsibility for the preservation of our natural world. Necessary laws and regulations are important in land and resource management, particularly as a means of imposing restraints. These restraints, whether local, national, or international, are designed to protect the environment from damage and abuse, and to explain the legal consequences of such damage for governments or private entities or individuals.

## Prior Knowledge

["The United States Bill of Rights exists as a safeguard for citizens of the United States from the government. It sets rules that the federal government must abide by when judging its citizens in order to protect people from corruption of power."]

## Recommended Prior Activities

- [Danger Versus Desire: The Inspirational Power of the Peaks](#)
- [Mountaineering as Exploration, Recreation, and Vocation](#)
- [Summitting Everest Today](#)
- [The Evolution of Climbing Everest](#)
- [The History of Mountaineering and Allure of Conquering Everest](#)
- [Tourism, Waste, and the Effects of Climate Change on Everest](#)

## Vocabulary

<b>Term</b>	<b>Part of Speech</b>	<b>Definition</b>
<b>Bill of Rights</b>	<i>noun</i>	first 10 amendments to the U.S. Constitution.
<b>infographic</b>	<i>noun</i>	visual representation of data. Also called information graphic or graphic.
<b>land management</b>	<i>noun</i>	process of balancing the interests of development, resources, and sustainability for a region.
<b>regulation</b>	<i>noun</i>	rule or law.
<b>stewardship</b>	<i>noun</i>	responsible management to ensure benefits are passed on to future generations.



Term	Part of Speech	Definition
sustainability	noun	use of resources in such a manner that they will never be exhausted.

## ACTIVITY 2: INDIVIDUAL'S RESPONSIBILITIES FOR PROTECTING EVEREST | 45 MINS

### DIRECTIONS

This activity is part of the [Mount Everest: What Goes Up Should Come Down](#) unit.

1. Students participate in a gallery walk of several examples of infographics in order to answer questions about how the infographics recommend individuals or governments take specific responsibilities and how they use specific visual elements to draw attention to the key points.

- Set up a gallery walk of infographics suitable for your class. Examples of infographics include:
  - [Healthy Turf. Healthy Kids. infographic](#)
  - [National Ocean Service: infographics](#)
  - [Take Care of Texas' infographics collection](#)
- Distribute a copy of the [Infographic Gallery Walk Reflection](#) to each student and have students choose one of the infographics they viewed during the gallery walk and answer questions. As students finish, collect the completed reflections to assess student understanding.

2. Students visit the National Park Service website to identify examples of individuals' responsibilities. They could add to the [Government's Responsibilities Versus Individuals' Responsibilities for Protecting Everest](#) Venn diagram.

- Direct students to the [National Park Service's Laws, Policies and Regulations](#) webpage on [Resource Protection, Public Use, and Recreation](#). Have students identify examples of individuals' responsibilities that can be added to their [Government's Responsibilities Versus Individuals' Responsibilities for Protecting Everest](#) Venn diagram that they started in the [Governmental Responsibilities Related to Tourism in Nepal and China](#) activity.
- Have students select one of the regulations they found on the National Park Service website that would fall under an individual's responsibility, and explain why a respectful

and responsible citizen should follow the regulation. Have students share their examples either as a whole class or with a partner. (Possible answers: “(5) Bathing, or washing food, clothing, dishes, or other property at public water outlets, fixtures or pools, except at those designated for such purpose” is an important rule for citizens to follow because soaps, oils, and other unnatural residues can contaminate local bodies of water, impacting animals and their habitats.)

### 3. Facilitate final additions to the class Everest Bill of Rights.

- Conduct a full class discussion by asking: *What are three new ideas we can add to our Everest Bill of Rights?* Encourage students to think about which of the rights they have created could best be highlighted with an infographic.

## Tip

**Step 1:** Print out infographics ahead of time or provide computers that students can use to browse the infographics during the gallery walk.

## Modification

**Step 1:** If students need more scaffolding, demonstrate how to complete the [Infographic Gallery Walk Reflection](#) using the [Healthy Turf, Healthy Kids](#) Infographic.

## Informal Assessment

Monitor student work on the [Government’s Responsibilities Versus Individuals’ Responsibilities for Protecting Everest](#) to ensure students understand the difference.

Collect [Infographic Gallery Walk Reflection](#) and check for understanding of how to read an infographic, as well as the ability to identify key elements in visually appealing infographic design.

## OBJECTIVES

## Subjects & Disciplines

- Conservation

# Learning Objectives

Students will:

- Distinguish the powers and responsibilities of citizens from those of others.
- Acknowledge citizens' responsibilities in protecting outdoor recreational areas.
- Be able to identify rules and regulations that protect natural areas.
- Analyze infographics to identify information and visual elements used to communicate a message to the audience.

# Teaching Approach

- Project-based learning

# Teaching Methods

- Modeling
- Multimedia instruction
- Reading

# Skills Summary

This activity targets the following skills:

- 21st Century Student Outcomes
  - Information, Media, and Technology Skills
    - Information Literacy
    - Information, Communications, and Technology Literacy
    - Media Literacy
  - Learning and Innovation Skills
    - Creativity and Innovation
    - Critical Thinking and Problem Solving
  - Life and Career Skills

- Initiative and Self-Direction
- Leadership and Responsibility
- Productivity and Accountability
- Social and Cross-Cultural Skills
- 21st Century Themes
  - Civic Literacy
  - Environmental Literacy
  - Global Awareness
- Critical Thinking Skills
  - Analyzing
  - Applying
  - Creating
  - Evaluating
  - Remembering
  - Understanding

# National Standards, Principles, and Practices

## COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY

### • CCSS.ELA-LITERACY.RI.6-8.7:

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

### • CCSS.ELA-LITERACY.WHST.6-8.1.B:

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

### • Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12:

Production and Distribution of Writing, WHST.6-8.4.

## THE COLLEGE, CAREER & CIVIC LIFE (C3) FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

### • D2.Civ.13.6-8:

Analyze the purposes, implementation, and consequences of public policies in multiple settings.

### • D2.Civ.1.6-8:

Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

## Preparation

# BACKGROUND & VOCABULARY

## Background Information

Unique natural areas like Mount Everest are some of our world's most wonderful and awe-inspiring destinations. People travel from far and wide and invest great amounts of time, money, and personal energy for the opportunity to set foot even in Base Camp I, and then risk their lives to ascend and reach the summit. However, human interference in natural areas comes with its own consequences that can only be controlled through individuals and governments taking responsibility for the preservation of our natural world. Necessary laws and regulations are important in land and resource management, particularly as a means of imposing restraints. These restraints, whether local, national, or international, are designed to protect the environment from damage and abuse, and to explain the legal consequences of such damage for governments or private entities or individuals.

## Prior Knowledge

["Governmental agencies of the United States keep accessible records of their laws, policies and regulations, and responsible citizens read about and understand their rights and responsibilities."]

## Recommended Prior Activities

- [Danger Versus Desire: The Inspirational Power of the Peaks](#)
- [Governmental Responsibilities Related to Tourism in Nepal and China](#)
- [Mountaineering as Exploration, Recreation, and Vocation](#)
- [Summitting Everest Today](#)
- [The Evolution of Climbing Everest](#)
- [The History of Mountaineering and Allure of Conquering Everest](#)
- [Tourism, Waste, and the Effects of Climate Change on Everest](#)

## Vocabulary

<b>Term</b>	<b>Part of Speech</b>	<b>Definition</b>
<b>citizen</b>	<i>noun</i>	member of a country, state, or town who shares responsibilities for the area and benefits from being a member.
<b>citizenship</b>	<i>noun</i>	behavior of a person in terms of their community.
<b>global citizen</b>	<i>noun</i>	person who recognizes the rights and responsibilities, according to the UN Global Education First Initiative, "associated with the interconnected global challenges that call for far-reaching changes in how we think and act for the dignity of fellow human beings."
<b>Mount Everest</b>	<i>noun</i>	highest spot on Earth, approximately 8,850 meters (29,035 feet). Mount Everest is part of the Himalaya and straddles the border of Nepal and China.
<b>refuse</b>	<i>noun</i>	trash, garbage.
<b>regulation</b>	<i>noun</i>	rule or law.
<b>responsibility</b>	<i>noun</i>	being accountable and reliable for an action or situation.
<b>sustainable</b>	<i>adjective</i>	able to be continued at the same rate for a long period of time.

## ACTIVITY 3: RESPECTING THE RIGHTS OF EVEREST AND OTHER OUTDOOR RECREATION AREAS | 1 HR 30 MINS

### DIRECTIONS

This activity is part of the [Mount Everest: What Goes Up Should Come Down](#) unit.

**1. Students are shown an example of an infographic planner before selecting one right for Mount Everest that they are going to create their infographic on.**

- Distribute the [Rights of Mount Everest Infographic Reflection and Rubric](#) and the [Rights of Mount Everest Infographic Planner](#) and review with students highlighting the descriptors for the Exceeds Expectations portion of the rubric. Model how students should fill out the planner using either the provided [teacher copy](#), a personal model, or by using students' suggestions.
- While modeling the planner, direct students to review products from previous activities such as their [Mount Everest: KWL Chart](#), [History of Mountaineering Timeline](#), and [Cost of the Climb](#) worksheets to determine which information will be most valuable in developing the final product. Remind students that their infographic should demonstrate their

understanding of the lesson driving question: *How can the human impacts of climbing be reduced?*

**2. Students select one of the classes' created rights from the *Everest Bill of Rights* and beginning planning their infographic.**

- Have students select one of the rights from the class-created Everest Bill of Rights list developed in the previous activities and have them complete their *Rights of Mount Everest Infographic Planner* on their selected right. Have students submit their completed planner for teacher approval prior to creating the infographic to allow an opportunity for any necessary guidance or redirection.

**3. Students create an infographic to teach the community about one of the rights of Mount Everest and participate in a gallery walk to review and learn their peer's infographics.**

- Have students create an infographic on one of the rights of Everest. When students have finished their infographics, hang the infographics in the classroom or hallway and have students participate in a gallery walk. Prior to the walk, establish the purpose. Examples include:
  - *As you view each infographic, identify elements of each graphic that exemplifies visual appeal. Leave a compliment for the creator on a sticky note.*
  - *As you view each infographic, identify which three most clearly present their ideas. You may place a sticker next to the three infographics you select.*
- After the gallery walk, have students complete the Student Reflection portion of the *Rights of Mount Everest Infographic Reflection and Rubric*.

## Tip

**Step 3:** Provide an opportunity for students to present or display their projects within the school or community.

## Tip

**Step 3:** Provide students with the choice to use digital tools or mixed media to create their infographic.

# Rubric

Use the provided rubric to assess students' culminating projects:

- Student products should demonstrate a clear understanding of the responsibilities of citizens and governments in protecting natural areas.
- Student products should demonstrate an understanding of the purpose and implementation of public policies.
- Student products should explain potential approaches or solutions to current economic and environmental issues that show clear consideration to potential benefits and costs for different groups and society as a whole.
- Student products should be organized, succinct, visually appealing, and appropriate to the selected audience and purpose.

## Extending the Learning

**Community Service Extension:** Have students participate in a cleanup of a local hiking trail, park, green space, or another natural area.

**Art Extension:** Have students use materials from local area cleanup to create an upcycled artistic visual that promotes awareness of environmental concerns within our natural recreation areas.

**Community Involvement Extension:** Contact the local Parks and Recreation Department or city hall and ask if the final student-created products can be presented as a gallery during a City Hall meeting or organize a community park cleanup. Invite community members to vote on their favorite.

## OBJECTIVES

## Subjects & Disciplines

- Conservation
- English Language Arts
- **Social Studies**
  - Civics



# Learning Objectives

Students will:

- Create an infographic about ethical mountaineering or other forms of outdoor recreation.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop and demonstrate a coherent understanding of a topic or issue.

# Teaching Approach

- Project-based learning

# Teaching Methods

- Information organization
- Reflection
- Writing

# Skills Summary

This activity targets the following skills:

- 21st Century Student Outcomes
  - Learning and Innovation Skills
    - Communication and Collaboration
    - Creativity and Innovation
    - Critical Thinking and Problem Solving
  - Life and Career Skills
    - Initiative and Self-Direction
    - Leadership and Responsibility
    - Productivity and Accountability
    - Social and Cross-Cultural Skills

- 21st Century Themes
  - Civic Literacy
  - Environmental Literacy
  - Global Awareness
- Critical Thinking Skills
  - Applying
  - Creating
  - Remembering
  - Understanding

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- Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12:

Production and Distribution of Writing, WHST.6-8.4.

## THE COLLEGE, CAREER & CIVIC LIFE (C3) FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

- D2.Civ.1.6-8:

Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

- D2.Eco.2.6-8:

Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

### Preparation

## BACKGROUND & VOCABULARY

# Background Information

Unique natural areas like Mount Everest are some of our world's most wonderful and awe-inspiring destinations. People travel far and wide and invest great amounts of time, money, and personal energy for the opportunity to set foot even in Base Camp I, and then risk their lives to ascend and reach the summit. However, human interference in natural areas comes with its own consequences that can only be controlled through individuals and governments taking responsibility for the preservation of our natural world. Necessary laws and regulations are important in land and resource management, particularly as a means of imposing restraints. These restraints, whether local, national, or international, are designed to protect the environment from damage and abuse and to explain the legal consequences of such damage for governments or private entities or individuals.

## Prior Knowledge

["Infographics present information visually and succinctly. They integrate design, writing, and analysis with the bulk of the information you want to convey."]

## Recommended Prior Activities

- [Danger Versus Desire: The Inspirational Power of the Peaks](#)
- [Governmental Responsibilities Related to Tourism in Nepal and China](#)
- [Individual's Responsibilities for Protecting Everest](#)
- [Mountaineering as Exploration, Recreation, and Vocation](#)
- [Summitting Everest Today](#)
- [The Evolution of Climbing Everest](#)
- [The History of Mountaineering and Allure of Conquering Everest](#)
- [Tourism, Waste, and the Effects of Climate Change on Everest](#)

## Vocabulary

<b>Term</b>	<b>Part of Speech</b>	<b>Definition</b>
<b>citizen</b>	<i>noun</i>	member of a country, state, or town who shares responsibilities for the area and benefits from being a member.
<b>infographic</b>	<i>noun</i>	visual representation of data. Also called information graphic or graphic.
<b>initiative</b>	<i>noun</i>	first step or move in a plan.
<b>Mount Everest</b>	<i>noun</i>	highest spot on Earth, approximately 8,850 meters (29,035 feet). Mount Everest is part of the Himalaya and straddles the border of Nepal and China.

<b>Term</b>	<b>Part of Speech</b>	<b>Definition</b>
<b>regulation</b>	<i>noun</i>	rule or law.
<b>stewardship</b>	<i>noun</i>	responsible management to ensure benefits are passed on to future generations.



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