

RESOURCE LIBRARY | ACTIVITY : 1 HR 40 MINS

Protecting Mount Everest: Government and Individual Actions

Students investigate current Nepalese and Chinese regulations related to tourism and Mount Everest expeditions in order to understand what is being done to support the sustainability of Mount Everest. Students begin brainstorming ideas to develop a class-created Mount Everest Bill of Rights.

GRADES

6, 7, 8

SUBJECTS

Conservation, English Language Arts, Social Studies, Civics

CONTENTS

18 Links, 1 PDF

OVERVIEW

Students investigate current Nepalese and Chinese regulations related to tourism and Mount Everest expeditions in order to understand what is being done to support the sustainability of Mount Everest. Students begin brainstorming ideas to develop a class-created Mount Everest Bill of Rights.

For the complete activity with media resources, visit:

<http://www.nationalgeographic.org/activity/protecting-mount-everest-government-individual-actions/>

In collaboration with

DIRECTIONS

Mount Everest: What Goes Up Should Come Down Unit Driving Question: How can we enjoy and explore unique natural areas while still protecting our environment?

Protecting Everest Lesson Driving Question: What actions can be taken to protect Everest and other natural areas?

1. Through an exploration of the Leave No Trace website, students identify practices that would be relevant to climbing Everest.

- Engage students in an opening discussion to predict what it means to "leave no trace."

Discussion questions include:

- *In what ways has human activity changed Everest?*
- *Which of those changes are having the biggest impact on the mountain?*
- *There is an organization we'll explore today called "Leave No Trace." What do you think it would mean to Leave No Trace on Everest?*
- Record student responses to the questions on the board or chart paper.
- Distribute a copy of Government's Responsibilities vs. Individuals' Responsibilities for Protecting Everest to each student.
- Share with students that Leave No Trace is an organization that focuses on supporting individuals in considering how they can reduce their impact on the environment.
- Have students read both the Leave No Trace: Seven Principles and Leave No Trace: Problems We Solve and add what they learn about individual responsibility and action to their organizer.
- After they read, lead a brief discussion.
 - *How could Leave No Trace impact the challenges facing Everest?*
 - *What other protections does Everest need?*

2. Using U.S. government-based websites that demonstrate governmental actions taken to protect specific environments, students begin to consider how the U.S. government has taken action to protect the natural environment.

- Share with students that governments around the world also take action to protect the natural environments.

- 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 is 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. Have students collect examples of existing governmental regulations and proposed regulations to protect Everest.

- Have students read at least one article from at least two of the categories below (Nepalese, Chinese, American or International) with a partner, and add examples of existing government regulations and additional proposed regulations for protecting Everest to the [Government's Responsibilities vs. Individuals' Responsibilities for Protecting Everest.](#)
 - 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. Facilitate students participating in a whole-class wrap-up discussion.

- Lead a full class discussion asking:
 - *What actions can individuals take to best protect the natural environment of Everest?*
 - *What government actions do you think would be most effective in protecting Everest?*
 - *How can individuals best be incentivized to protect Everest?*
 - *Are actions by individuals or actions by governments most important in protecting Everest?*

Tip

Step 3: 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.

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:

- Analyze the purpose, implementation, and consequences of public policies that impact Mount Everest and other natural areas.
- Distinguish the powers and responsibilities of governments from those of citizens.

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.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.

Preparation

What You'll Need

MATERIALS YOU PROVIDE

- Chart paper

REQUIRED TECHNOLOGY

- Internet Access: Required
- Tech Setup: 1 computer per classroom, Monitor/screen, Projector, Speakers, Word processing software

PHYSICAL SPACE

- Classroom

GROUPING

- Heterogeneous grouping
- Large-group instruction

RESOURCES PROVIDED: WEBSITES

- Leave No Trace: 7 Principles
- Leave No Trace: Problems We Solve

RESOURCES PROVIDED: HANDOUTS & WORKSHEETS

- [Government's Responsibilities Versus Individuals' Responsibilities for Protecting Mount Everest](#)

RESOURCES PROVIDED: IMAGES

- Bill of Rights Institute: The U.S. Bill of Rights
- San Francisco Children's Outdoor Bill of Rights
- Austin Children's Outdoor Bill of Rights
- Library of Congress: Rules and Regulations of Yellowstone National Park
- Government of Nepal: Mountaineering Royalty
- U.S. Bill of Rights

RESOURCES PROVIDED: ARTICLES & PROFILES

- Lewis and Clark Law School: Saving Nepal and the Planet, One Lawsuit at a Time
- World Economic Forum: Sherpa Climbers Carried Out the Highest-Ever Spring Clean: This is What they Found
- Sagarmatha Pollution Control Committee: Awareness Programs and Cleanup Campaigns
- Xinhua Headlines: Mt. Qomolangma mired in 'chaos,' stricter regulations required
- NPR: After Deadly Season on Everest, Nepal has No Plans to Issue Fewer Permits
- The Guardian: Mount Everest Climber Numbers Face Major Cut as China Begins Cleanup
- National Trust for Nature Conservation: Nepal - People and Nature
- World Economic Forum: China Shuts Everest Base Camp to Trash-Dropping Tourists
- National Park Service Timeline (Annotated)
- Adventure Travel Conservation Fund: The Sagarmatha Pollution Control Committee (SPCC)

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

Term	Part of Speech	Definition
Bill of Rights	<i>noun</i>	first 10 amendments to the U.S. Constitution.
infographic	<i>noun</i>	visual representation of data. Also called information graphic or graphic.
land management	<i>noun</i>	process of balancing the interests of development, resources, and sustainability for a region.
regulation	<i>noun</i>	rule or law.
stewardship	<i>noun</i>	responsible management to ensure benefits are passed on to future generations.
sustainability	<i>noun</i>	use of resources in such a manner that they will never be exhausted.

For Further Exploration

Articles & Profiles

- [Center for Biodiversity: What is Sustainability?](#)
- [Bloomberg: Everest Needs to Go More Commercial](#)
- [UNESCO: Biosphere Reserve Information: QOMOLANGMA](#)

Websites

- [Outdoor Industry Association: National Issues](#)



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