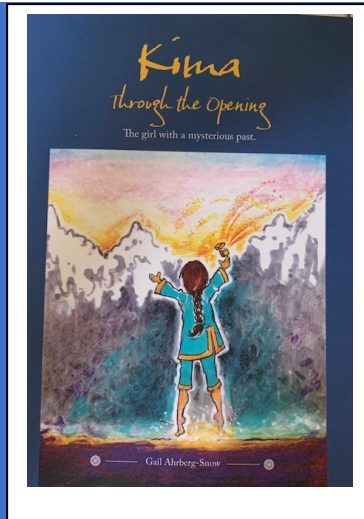


A companion for readers who reach beyond the page!

# EXPLORE AND EXTEND THE EXPERIENCE!



Reading might be considered a solitary experience, but is that true? When a reader engages deeply with a book there are so many pieces and parts of it that hang on to us. It can be the ‘friend’ made through a character. The inquisitiveness created through the setting, or little gems of quotes that become bits of advice echoed for years to come. Literary friends are often gathered in those early years of reading. Young readers (or listeners), may keep their friends and memories throughout their lives. It might be Winnie the Pooh (and the many characters in the book), or the Little Prince, beloved by young and old regardless of the age it was first discovered.

Kima, *Through the Opening*, is a book that offers all the aspects that are needed to capture a young reader. It gives me great joy to see this book, the creative work of a real-world friend of mine! And while Gail wrote this charming book, I wanted to offer educators, parents and anyone traveling along the journey with the reader, some points of discussion and areas to explore. Whether these ideas are useful in a classroom setting or not, leaning into what is presented in a book can open the reader to expand the experience of reading. When one looks deeper into a book, there is always more that is being offered by the author. Perhaps these suggested ideas will spur you, the reader, or the friend to the reader, ways to expand your experience with Kima, *Through the Opening*.

*Christine*

Christine Grifner is a third-generation educator; starting her career as a tenured elementary classroom teacher in Illinois, and returning to school to complete a Masters in Education from Pepperdine University after 20+ years in the Ed Tech industry. Her industry experience included regional, national, and global positions at major organizations. Additionally, Christine worked on projects & product development including a collaboration with SRI that created a national tool for educators as defined by the US DOE, called the ‘School 2.0 etoolkit’.



## History of Nepal

Nepal has a rich history that dates back to ancient times. The country was a Hindu kingdom until it was declared a secular state in 2008. Nepal has been a crossroads for different cultures and religions, including Hinduism and Buddhism. Lumbini, the birthplace of Buddha, is located in Nepal, and it is a popular pilgrimage site for Buddhists from all over the world. Nepalese culture is diverse and rich, with music, dance, and festivals playing an essential role in daily life. Nepali is the official language of Nepal.

[Source: <https://www.infoplease.com/atlas/asia/nepal-map>]

# **Kima Through the Opening** (The girl with a mysterious past)

Gail Ahrberg-Snow

## **Expand the reading experience – explore, extend!**

*Kima Through the Opening* is a book for middle school age children, bringing together a mystery, a journey, and an opportunity to read a story set in a culture not often explored by young readers.

While *Kima Through the Opening* is fictional, throughout the book there are references to the people, places, and culture of the story's setting in Nepal. While readers are engaged in following the story of Kima, there are wonderful opportunities for parents, students, and teachers to expand the experience of this journey through activities that reach beyond the story.

This companion document is simply a set of suggestions, a beginning. There are many creative ways that you and the young readers of this book, might expand on these ideas and find interesting and valuable ways to explore the story of Kima!

3

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The story is set in Nepal, and learning about Nepal is an exploration unto itself. To learn about Nepal, resources on the web are quite useful (Wikipedia, Britannica). Here is a brief description to set some general background:

Nepal, a country of Asia, lying along the southern slopes of the Himalayan mountain ranges. It is a landlocked country located between India to the east, south, and west and the Tibet Autonomous Region of China to the north. Its territory extends roughly 500 miles (800 kilometres) from east to west and 90 to 150 miles from north to south. The capital is Kathmandu. [ source: <https://www.britannica.com/place/Nepal> ]

There are many references in the story that are specific to this region of the world. Let's start with culture!

**What is the study of culture?** Culture is the learned behavior of people, including their languages, belief systems, social structures, institutions, and material goods. Consider having a brief discussion about the culture of your area (or simply of the student/reader). Here are some of the interesting cultural aspects of the Napalese (or Nepal). These references are specific to the book, and the page on which they appear is shown to facilitate a discussion or place the items/words in the context of the story:

Let's get started. What are these items, and how do they relate to the story? Readers might want to sort these items into categories (tangible artifacts, foods, religious items, common words in Kima's language and local animals)

- a. Prayer wheels (pg. 3 description; 8 wheels / prayers)
1. From the Oxford dictionary, a prayer wheel is *"a revolving cylinder inscribed with or containing prayers, a revolution of which symbolizes the repetition of a prayer, used by Tibetan Buddhists"* What does the prayer wheel mean? "When the prayer wheel is spun in prayer, the mantras inside become potent with the person's intent, allowing the practitioner to accumulate wisdom and merit." [source: Wikipedia] Activities: Where would you find a prayer wheel? How is it used by people? Is it like items other cultures use in prayer? (eg: could it be similar to a rosary? Rosaries (or even worry beads) are more 'personal' to each user rather than shared by anyone, or similar to the Jewish mezuzah? Where are similarities in other religions. (While it's not suggested that a conversation dive

into religious beliefs, it can be interesting to see how various religions provide items in support of prayer.)

b. Buddhist / Buddhism (pg. 3)

1. *“Buddhism is a faith that was founded by Siddhartha Gautama—also known as “the Buddha”—more than 2,500 years ago in India. With an estimated 500 million to one billion followers, scholars consider Buddhism one of the major world religions.” [source: <https://www.history.com/topics/religion/buddhism>]*
2. If there is sufficient interest in Buddhism, or the Buddha, there are many resources a student, or class might pursue. Perhaps there is a Buddhist temple in your area, or a friend who practices Buddhism who would be willing to chat with the students and answer questions.

c. Colors: red, gold, yellow (pg. 3 prayer wheel, pg. 43 Ananda dress. Pg. 53 pillows)

1. The study of colors can lead to a science discussion (Chromatics), but they have interesting cultural connections as well. A simple web search on the meaning of colors will provide many resources to explore. Different cultures make their own associations with different colors. Purple, for instance signifies wealth and power in Japan. While in Ukraine and Egypt, it signifies faith, patience and trust, and in Thailand it's a mourning color worn by widows. Here's an interesting resource & visual: <https://brandongaille.com/what-colors-mean-different-cultures/>

Potential **activities**: Create a flag that best represents you, draw the flag of Nepal, draw Ananda or research colors and cultures!

d. Mantras (pg. 3)

1. “A mantra or mantram is a sacred utterance, a numinous sound, a syllable, word or phonemes, or group of words believed by practitioners to have religious, magical or spiritual powers. Some mantras have a syntactic structure and literal meaning, while others do not” [source: Wikipedia]. **Activity:** A discussion around mantras can be interesting for some children, and viewing a mantra to concentrate, or become calm might generate some creative ideas and fun (and for some, an actual tool to support them in situations). There can be correlations to other religions, and if a student suggests a similarity (perhaps reciting a portion of a Hail Mary prayer). The potential activity could be to create one’s own “Mantra”

e. Singing Bowls (pg. 11)

1. “Singing bowls originated in Mesopotamia over 5,000 years ago, and made their way to the regions of Tibet, Nepal and India which all have singing bowls in their history and culture dating back some 2,000 years.”

Purpose? “The singing bowl is a metal bowl, struck by a mallet, often used in spiritual or religious settings to invoke meditation or relaxation through the resounding vibrations and pleasant sounds it emanates when played.” Source cited:

<https://www.tenthousandvillages.com/blogs/mosaic/singing-bowls>

Some **activities** might include listening to ‘singing bowls’ or (in a return to science topics) talking about sounds and vibrations! To hear singing bowls, check out YouTube, or this site: [https://www.youtube.com/watch?v=VsoN\\_IWQ1Ac](https://www.youtube.com/watch?v=VsoN_IWQ1Ac)

Some may not enjoy or ‘get it’, in terms of finding ‘singing bowls’ calming, and that’s OK! Ask who can remember what

it's like to hum – or to sing in the car, when your head was resting on a window... vibrations!

2. Want to explore the science side singing bowls? Read about the study of cymatics. Cymatics is the study of sound and vibration made visible, typically on the surface of a plate, diaphragm or membrane. How about quantum physics!? “Vibration in quantum physics means that everything is energy. We are beings that vibrate at certain frequencies. Each vibration is equivalent to a feeling and in the "vibrational" world, there are only two types of vibrations, the positive and the negative.” For the advanced learner, try this site: <https://journeyofcuriosity.net/pages/what-is-cymatics-how-to-explained>

f. Rupees (pg. 11)

1. “Rupee is the basic monetary unit of India, Mauritius, Nepal, Pakistan, Seychelles, and Sri Lanka” source: <https://www.merriam-webster.com/dictionary/rupee>

**Activity:** If you want to have some fun with rupees, look up the exchange value of the rupee (currently \$1 = 83 rupees! Which country has this rupee value? What is the rupee value (exchange) in other countries?) – how many rupees would a typical allowance be? It's also fun to look at various paper bills from countries, many are very colorful and incorporate images of famous people &/or significant landmarks. It should be noted that rupees, like dollars, are used in more than one country and carry different values in different countries. To show this, you can compare the value of a Nepalese rupee to one in India.



- g. Namaste (pg. 20 & many other references to this greeting)
1. 'Namaste' is a greeting, which literally means 'I bow to you' but generally means 'hello' and is an expression of appreciation and respect. **Activity:** There are similarities in other religions & cultures, 'Shalom' is somewhat similar, as it is a greeting that incorporates a sentiment of 'peace to you'. It might be interesting to search for other cultural greetings that are unique, or incorporate more meaning than a simple acknowledgement like 'hello'. A conversation about greetings, and how they might make people feel could open meaningful comments!
- h. Chanting (pg. 24)
1. '*Om mani padme bum*', (translates to: "Praise to the jewel in the lotus"). It might surprise some readers to learn that chanting is common in several major religions (Christianity, Judaism, Islam, Hinduism & Buddhism). Chanting can be a form of prayer or meditation. In other ways, chanting might express enthusiasm, support or encouragement for a person, a team, or an idea. [source: Kripalu.org]. **Activity:** while various chants can be found with a simple web search, it would be interesting to talk about the 'religious' and the 'community' aspects of chanting. Consider 'chants' that seem to erupt at sporting events! For those interested in this topic, bring together the other auditory/related events such as singing bowls and mantras (meditation).
- i. Yaks (Yak pg. 9 & wildflower pies? Pgs. 30, 33)
1. "The yak (*Bos grunniens*), also known as the Tartary ox, grunting ox, or hairy cattle, is a species of long-haired domesticated cattle found throughout the Himalayan region of South Asia, the Tibetan Plateau, Gilgit-Baltistan (Kashmir),

Tajikistan and as far north as Mongolia and Siberia.” [source: Wikipedia] What is a wildflower pie!? Well, many wildflowers are edible! Yaks are herbivores and their diet consists of wildflowers, shrubs, mosses and other low-lying grasses.

**Activities:** A conversation about yaks might include learning about this mammal. Learning how the yak is integrated into the lives where they flourish. They are very important to various cultures and learning about yaks and what animals they are ‘similar’ to is interesting. Do they perform functions similar to cows? To donkeys? A ‘compare and contrast’ conversation would be interesting, and perhaps drawing a yak would be fun!

There is a call-out in the book ‘Characteristics of a Yak’ (pg. 35). This call-out is speculative and meant to enhance the character ‘Jiyu’.

j. Zopkio (pg. 14)

1. *“Yaks live at high altitudes. They can climb up as high as 6,100m and normally cannot live below 3,500m. [apx 2 miles] Their lungs are usually large in order to absorb more oxygen at higher altitudes. Yaks can weigh up to 550 kg. [Apx. 1.213 lbs, or just over ½ a ton!] “They have thick coats which make it possible for them to live at high altitudes.” “Yaks have been crossbred with cows and the result is the Zopkio. Zopkio live in lower altitude regions.” [Source:*

<https://everestbasecamp trekking2012.wordpress.com/2012/11/18/zopkio-and-yaks-the-beasts-of-burden-in-the-khumbu-region-nepal/> ] [Source:

<https://publishing.cdlib.org/ucpressebooks/view?docId=ft8b69p1t6&chunk.id=d0e3765&toc.depth=1&toc.id=d0e3765&brnd=ucpress> ] In chapter 4 of the book, there is a call out

about the zopkio: “A Zopkio is a crossbreed between a Yak and a cow. Like the Yak, they are used in the Khumbu Region of Nepal to transport supplies to the villages since there are no cars or trucks there.” (Pg. 18)

**Activity:** There’s not a great deal of information specific to the zopkio, however a web search will provide an image of the zopkio. For the creative in your readers, it might be fun to ‘design’ ones own cross-breed animal! In addition, there are amazing animals in/around Nepal. Perhaps there are readers who would like to explore and report on what animals might be seen while in Nepal! [Source: [https://en.wikipedia.org/wiki/Wildlife\\_of\\_Nepal](https://en.wikipedia.org/wiki/Wildlife_of_Nepal)]

k. *dhal baht*: traditional meal of rice, lentil beans (pg. 33)

1. Simple and common meal – As an **activity**, it’s interesting to learn how many cultures are dependent on rice and beans! If there’s a budding cook in a group discussion, perhaps someone would like to offer a special snack or lunch to their group! (see also momos below for your cook!)

l. Dablam (necklace – pg. 40)

1. “Ama Dablam means “mother’s necklace”; the long ridges on each side [of Ama Dablam mountain are] like the arms of a mother (ama) protecting her child, and the hanging glacier thought of as the dablam, the traditional double-pendant containing pictures of the gods, worn by Sherpa women” [source: Wikipedia]. Activity: There are examples of ‘ama dablam necklace’ (see <https://thefarmstand.ca/product/ama-dablam-necklace/> with an example). Readers might want to design (draw or create) a necklace themselves. “Turquoise and coral are the most common stones used. Turquoise represents the sea and the sky, other common stones include lapis lazuli,

tiger eye, garnet, and agate, yak bone is also often used.”

Source: <https://arti-ashmita.stories.fabl.co/the-tradition-of-jewelry-making-in-nepal>

m. Momos (Nepalese dumplings – pg. 57)

1. Momo is a dumpling made of flour and filed with vegetables or meat. It’s a very common Nepali street food, often filled with buffalo or chicken. Activity: there are several recipes for making Momos! Again, if there’s a cook in your group, perhaps they want to try making some! (source: <https://nepalrestaurant.co.uk/how-to-make-momos-nepali-way/> ) What do momos resemble to you? Potstickers? (another cultural exploration!?)

n. Khata (ceremonial scarf pg. 93)

1. “The khata symbolizes purity and compassion and is worn or presented with incense at many ceremonial occasions, including births, weddings, funerals, graduations and the arrival or departure of guests. When given as a farewell gesture it symbolizes a safe journey. When given to arriving guests it symbolizes welcome. They were usually made of silk but now much more commonly cotton or polyester.” [source: Wikipedia] Activity: There are many religions that incorporate scarves or shawls of some sort; consider the prayer shawl (Tallit), the tippet (ceremonial scarf worn by Anglican priests), or the ‘stole’, worn by Catholic priests. If there is an interest in items like this, incorporate headwear! There are many examples of headwear, for men and women, across many religions. This could be explored by creating lists, charts or drawings. Understanding the importance of these symbols to others can bring a delightful appreciation of ‘other’.

## EXTRA PLOT EXPLORATION

- ❖ What was ‘Leap running’? (pg. 25) Is this like anything you know? In dreams? In other books?
- ❖ What was ‘Imagination Power’? (pg. 45) Have you had an experience like this?
- ❖ What was the purpose of the 2 small metal triangles? (pg. 68 – from Babu]
- ❖ What happened to the monk (Ananda)? What colors were used in the description? (pg. 70)
- ❖ What is a ‘Teachable moment’ Share an example! (pg. 74)
- ❖ There is a very detailed description of a building that appeared to Kima and Kushi, try to illustrate the scene of the structure that appeared – and where Ananda reappeared (pg. 86)
- ❖ There is a parade of animals – draw that scene (pg. 88)

## VOCABULARY

These are words that are used in the book that might be challenging. Many are related to mountaineering, and can be addressed when (or if) there is a deeper dive into the aspects of mountaineering (see section on geography/mountaineering)

Crevasse (pg. 2)	Glacier (pg. 2)
Vessel (pg. 2)	Porters (pgs. 10 & 36)
Perils (pg. 38)	Abyss (pg. 50)
Allure (pg. 62)	Rucksack (pg. 68), satchel (pg. 102)
Trekker (pg. 74)	Phenomenon (pg. 77)
Melodious (pg. 81)	Reverberation (pg. 81)
Mesmerized (pg. 84)	Conundrum (pg. 87)
Menagerie (pg. 88)	Hararyo (pg. 93) // Kanduos (pg. 93) (These are fictitious words/characters)

## Characters – Life Lessons

“A character study is a critical examination of a character in a work of literature, television, film, or other media, to understand their role and significance in the narrative. It involves delving into the character's behaviors, motivations, relationships, and growth throughout the story.” [study.com]

“Literature opens us up to a wider range of emotions. We learn to shift our perspective by putting ourselves in the shoes of others. We learn about who we are and who we want to be. And we experience the second-order consequences of choices without having to live them ourselves.” [Farnam Street, fs.blog]

Throughout the book, *Kima through the Opening*, readers meet interesting characters. There are many ways to explore these characters. The list of characters is below, so here are a few of the activities that might guide conversations or short writing passages:

- Describe what you know about this character
- What makes them unique?
- What makes them important to the story?
- How does this character relate to or influence Kima?
- Do any characters remind you of characters in other stories? How or why?
- Maybe you'd like to write a short story about one of these characters

## 1) Characters:

- ❖ Kima Tenzin Sherpa (see pg. 6 for Kima's values)
- ❖ Pema (gentle & serene: taught importance of a kind heart, pg. 4)
- ❖ Bi (funny; taught joy of laughter, pg. 4)
- ❖ Pakpao (adventurous – hiking, climbing, pg. 6)
- ❖ Arati (shy boy in village with 1 eye, pg. 7)
- ❖ Jiyu (monastery yak, pg. 9)
- ❖ Zopkios (animal. pg. 14)
- ❖ Yeti (real or fictitious?, pg. 21)
- ❖ Hararyo (pg. 21 – this is a fictitious group of people)
- ❖ Kushi (meet on the journey, pg. 34)
- ❖ Ananda (special monk, pg. 42)
- ❖ Babu (monk & instructor, pg. 62)
- ❖ Kanduos (pg. 93 – this is a fictitious term)
- ❖ Dia (pg. 98 – A Hararyo Healer)

Throughout the book Kima is learning. She is learning new skills as she grows, and she learns some life lessons that apply to everyone. Here are some of the Life Lessons that are presented by characters throughout the book:

- ❖ “Our imagination is powerful, but there are places in our world you cannot imagine. You must go there to see them yourself” (pg. 6 Pakpao)
- ❖ “She (Kima) realized that what made her different also made her special” (pg. 7)
- ❖ “When you make a mistake be kind to yourself and learn from it. That is how you will grow and become wise” [pg. 27 Pema lesson to Kima)
- ❖ “[But] in life, there always is room for more knowledge” (pg. 46 Ananda)

- ❖ “He said imagination was a form of magic; a superpower that existed in everyone.” (pg. 52 Ananda)
- ❖ ‘He thought of one of Ananda’s sayings, “Although we can know many things, we can never know everything.” Ananda taught him there was not just one truth, but many truths, and not to be afraid of things he didn’t understand. Instead, he should learn from them.’ (pg. 61 Kushi)
- ❖ Pakpao believed there were 3 important personality requirements for Kima to live an independent life: Academic knowledge, diverse skills, and self-reliance (pg. 27)
- ❖ “interconnectedness in the world” (pg. 97)

There are some interesting conversations about characters, plot and writing stories with unique characters. Finding the similarities and differences with other well-known stories can provide a rich opportunity to explore why some of these writing techniques are so useful in compelling stories! Readers might enjoy relating some of the characters or plot to other literature/stories that are widely known:

- 2) When Kima arrives at the sanctuary as an infant she is taken in by 3 important people; Pema, Bi and Pakpao. There are famous stories that utilize a ‘3 character’ relationship that might have some correlation to these important characters in Kima:
  - Do you remember the 3 fairies that help Cinderella? Explore how those fairies have similarities and differences with Kima’s 3 ‘guardians’ (Flora, Fauna & Merryweather) [[https://en.wikipedia.org/wiki/Flora,\\_Fauna,\\_and\\_Merryweather](https://en.wikipedia.org/wiki/Flora,_Fauna,_and_Merryweather)]
  - Explore the 3 characters that accompany Dorothy in “The Wizard of Oz” (Tin Man, Scarecrow & Cowardly Lion). Read page 29, and how Kima expresses the



primary character attributes of her 3 guardians, do these relate to Dorothy's companions in any way?

- Consider some of the characters in Peter Pan; Peter can fly (is this like 'Leap Running'?) and the adventures of Peter Pan incorporate 3 children (Wendy, John & Michael)

*These 3 classic stories utilize the '3' of special characters, and all include a 'pet'. What might be the value in having 3 characters in stories (vs 1 or 2 characters in these 'supporting' roles). Sometimes the 'pet' provides security, affection, and might be utilized to bring some humor into the story. Considering the 3 classics mentioned above, consider Toto in The Wizard of Oz, Nana in Peter Pan and perhaps the helpful mice in Cinderella. There might even be some interesting ways to compare/contrast characters in Frozen! After all, isn't Olaf a sort of 'pet'? For the reader or learner, who might want to write a little story of their own, a meaningful language arts discussion can evolve around story development.*

*Readers might want to look for correlations to other stories they know, as an example, are there parallels with characters in Harry Potter? Are there examples of actions, or transformations by Professor Dumbledore that remind you of characters in this book?*

## A Little Extra

There are 'mythical' beings in many books of mystery. Readers might want to identify which characters they feel are 'mythological' in this book. One quick and easy exploration is the 'yeti'. The yeti is only mentioned briefly in the book, but yeti's have a long story in Nepal. *"The Yeti (/ˈjetɪ/)[2] is an ape-like creature purported to inhabit the Himalayan mountain range in Asia. In Western popular culture, the creature is commonly referred to as the Abominable Snowman. Many dubious articles have been offered in an attempt to prove the existence of the Yeti, including anecdotal visual sightings, disputed video recordings, photographs, and plaster casts of large footprints. Some of these are speculated or known to be hoaxes."* (source: Wikipedia)

The yeti or abominable snowman appears in western stories from time to time, who can name some of the movies or stories where the yeti has appeared? How about other mythological characters? Bigfoot? The Loch Ness Monster? Chupacabra? Is there any reason these mythological beasts appear in one culture versus another? Is it possible these myths evolve over time to answer questions that society might not be able to explain? Drawing a mythological character or two might be especially appealing to some students and readers, while some might enjoy creating a creature of their own!

## EXPLORE

### Physical land, geography AND Mountain Climbing

*Kima, Through the Opening* is set in Nepal. There are many aspects of this country to explore. In the section on 'culture' there were introductions to deepen an understanding of the 'what' and 'why' some of those things (items, foods, words etc) were explored. Another major area to explore is the geography of this remote country. The culture is unique and remarkable, but often cultures evolve with a reflection of their physical world and experience. Here are some specifics to the story that can promote deeper exploration or learning for some readers.

1) **Nepal, Khumbu region:** Khumbu (also known as the Everest Region) is located in northeastern Nepal on the Nepalese side of Mount Everest. It is part of the Solukhumbu District, which in turn is part of the Sagarmatha Zone. Khumbu is a glacier believed to be the result of the last great Ice Age, ~500,000 years ago. [source: National Geographic & Wikipedia]

The region includes the town of **Namche Bazaar**. The town is small, with a population less than 2,000 people! *“Namche Bazaar is popular with trekkers in the Khumbu region, especially for altitude acclimatization, and is the gateway to the high Himalaya. The town has a number of lodgings and stores catering to the needs of visitors as well as a number of internet cafés. There are German bakeries, little cafes and many restaurants. There is also an Irish pub, said to be the highest and most remote Irish pub in the world.[2] A popular local meal is yak steak. On Saturday mornings, a weekly market is held in the centre of the village. There may also be a daily Tibet market where clothing and cheap*

*Chinese consumer goods tend to be the main articles for sale.” [source: [https://en.wikipedia.org/wiki/Namche\\_Bazaar](https://en.wikipedia.org/wiki/Namche_Bazaar) ]*

There is a call-out in Chapter 3 of the book, addressing Namche Bazaar (pg. 12) “Namche Bazaar is a small, colorful city and the central market town in the Khumbu Region of Nepal. On Saturdays, the town hosts a market fair where traders from Tibet and neighboring villages sell their goods. It is also the gathering point for climbing expeditions to Mount Everest.”

**Activities** might simply be conversational:

1. We know that Nepal is an isolated country, and the town of Namche Bazaar has only 2,000 residents; what might that be like?
2. And this town is on a hill, but surrounded by mountains. To the west, Kongde Ri (20,299 ft – almost 4 miles!) and to the east, Thamserku (at 21,729 ft – just over 4 miles!) Think about a 4 mile distance that you travel; from home to school?

**Additional activities** might include:

1. **Create a drawing** of what this small town, or aspects of the town might look like. Think about incorporating people, or add some of the items that were introduced in the book; a monastery, perhaps a space with a prayer wheel, or some of the mountainous areas with vegetation or animals. (prayer flags are shown on pg. 40)
2. Find or **create a map** of the region and label all the mountains around Namche Bazaar or throughout Nepal. Be sure to include the countries that border Nepal. Can you find where the Monastery Sanjora might be (reminder; this is a fictitious monastery, there are many which could be shown and labeled)? Can you identify the “Ama Dablam”? (pg. 40) Could you indicate where the ‘Sun Cave’ would be located? (below Lhotse, Nuptse

& Sagarmatha: see pg. 110). When you label Mt Everest, will you call it Sagarmatha? (see pg. 110)

**The mountains!** Nepal is a country that is defined by its stunning mountain landscape. With over 1,310 mountains nearly 4 miles (6,000 meters) in height, including the world's highest peak, Mount Everest. Nepal is a destination that is beloved by mountain enthusiasts from around the world.

“The tallest mountains in Nepal include: Everest (8,848.86m), Kanchenjunga (8,586m), Lhotse (8,516m), Makalu (8,463m), Cho Oyu (8,201m), Dhaulagiri (8,167m), Manaslu (8,163m) and Annapurna I (8,091m) are the eight globally recognised mountains in Nepal above 8,000m.” [source:

[https://kathmandupost.com/money/2023/02/06/there-are-another-six-8-000m-peaks-in-nepal-experts-say#:~:text=Everest%20\(8%2C848.86m\)%2C%20Kanchenjunga,in%20Nepal%20above%208%2C000m.](https://kathmandupost.com/money/2023/02/06/there-are-another-six-8-000m-peaks-in-nepal-experts-say#:~:text=Everest%20(8%2C848.86m)%2C%20Kanchenjunga,in%20Nepal%20above%208%2C000m.) ] This is a ‘crazy’ long URL, but a

great article for the reader who is curious about mountains! You can search and use the general URL: <https://kathmandupost.com/>

Some readers will be ready to learn about mountaineering! With all these mountains in this interesting region of the world.

**Activity:** What words have been used in the book that relate to mountaineering? (see pages 2, 10, 36, 74 & 78) Convert the heights of the mountains cited above to feet or miles, does this make them more ‘real’ to the reader? Can you find objects, like football fields or buildings to help put the height of these mountains into perspective?

Learn about **mountain climbing** – and mountain guides. A few words were presented in the book; crevasse (pg. 2), glacier (pg. 2), porters (pgs. 10 & 36), and the fact that there is less oxygen at

higher altitudes (pg. 77). To explore terms about mountains, here is a resource: <https://peakhigh.co.za/mountain-terminology/>

To learn more about mountaineering, here are some terms to explore: sherpas, porters, trekkers, the need for oxygen. How might a ‘porter’ be different from a sherpa?

For mountaineering tools, look at REI’s site:  
<https://www.rei.com/learn/expert-advice/mountaineering-checklist.html>

**EXTRA!      EXTRA!**  
Expeditions changed Nepal. Mountaineering and exploration are critical to the Nepal of today! Dive deeper into the stories!

There are many true stories and facts about Mt. Everest. This mountain has been a source of legend and intrigue for adventurers for many years. A simple trip to the library or on line will provide a wide range of books and stories about the many attempts (successful and not) of those who have desired to climb this very famous mountain. Read about famous expeditions, celebrated mountaineers and sherpas who guided teams to reach Mt. Everest.

Wikipedia is rich with information about Mt Everest: “New Zealander [Edmund Hillary](#) and [Tenzing Norgay](#), a Nepali [Sherpa](#) climber. They reached the summit at 11:30 am local time on 29 May 1953 via the South Col route. At the time, both acknowledged it as a team effort by the whole expedition, but Tenzing revealed a few years later that Hillary had put his foot on the summit first” [source: [https://en.wikipedia.org/wiki/Mount\\_Everest#Expeditions](https://en.wikipedia.org/wiki/Mount_Everest#Expeditions)]

Interested in sherpas? Try this resource: <https://www.sherpaadventuregear.com/gb/blog/who-are-the-sherpa-people-of-nepal> Or this one: <https://travelnepal.com/nepal-stories/10-nepali-mountaineers-who-changed-history/>





The author, Gail Ahrberg-Snow, “Dedicated this book to the children of Khumbu region of Nepal, and

to Noma, who inspired me to go there and she supported me in writing this story. Also, to my daughter, Amanda, for whom I invented countless stories on our long ride to school, and to my grandchildren; Quentin, Donnevin, and Lauren, who amuse me and have option transported me into their young worlds.”





As Gail's journey in Nepal was ending, a parting gift:

## **My boots stayed on**

When I realized Nawang wore the same shoe size, I gifted her my hiking boots and flew to Kathmandu in sandals. I now will think of my boots trekking at altitudes I couldn't go on the feet of my dear Sherpani friend.

What a  
joyful thought!

*Early morning at the Tenzing-Hillary Airport.*



Whether your journey is through a book, or your travels, you will not only collect great stories and memories, but you leave a bit of yourself for others as well. Travel with curiosity!